

1. Improving Reading Instruction

A. Current Reading Initiative and Identified Gaps

Idaho, the thirteenth largest state, is a sparsely populated rural state, deriving its revenue primarily from agriculture. Idaho covers 83,557 square miles, of which sixty-four percent is federally owned. Twenty-three of the forty-four counties, have eight or fewer people per square mile. Ninety percent of Idaho's 114 school districts provide education to fewer than 5,000 students. Half of all districts serve less than 1,000 students.

Many areas within Idaho are considered "remote" rather than "rural." Among Idaho's 1.2 million residents, 17.2 percent are considered economically disadvantaged. The average state income is \$24,783. Idaho residents generate a low tax base and historically rank forty-seventh in the nation in terms of per pupil expenditures (U.S. Department of Education, 1998) (NEA "Rankings & Estimates" – Idaho forty-second in 2000-2001.)

The gradual economic decline of lumber and mining and the more recent decline of technology, have eroded the state tax revenues, resulting in the lowest percentage of state spending for education in twenty years. In 2002, for the first time in the state's history, Legislators reduced the level of public school support midway through the school year.

Idaho's geographic and economic conditions present unique challenges for education. Although the state allocates relatively few resources for public education, it offers a rich pool of invested citizens who aggressively engage themselves in efforts to improve educational results for children and youth who are at-risk for reading failure.

Background of the Idaho Reading Initiative

Legislation

During the mid 1990s, members of the Idaho Legislature became increasingly concerned about the effectiveness of the state's public school systems to teach young children to read effectively. The concern grew out of a growing body of national research that documented reading as the primary, foundational skill correlated with success in school and with social and economic developments later in life. This concern prompted several significant developments:

- Creation of two interim legislative reading committees
- Statewide testing of the reading levels of Idaho's K-3 students
- Adoption by the State Board of Education of a Comprehensive Literacy Plan
- Development of a legislative package of statutory reading requirements enacted into law in 1999, often referred to as the "Idaho Reading Initiative"
- Legislative appropriation of \$4 million to support first-year implementation of the Idaho Reading Initiative

The Idaho Reading Initiative has three distinct strands:

- Reading assessments of all kindergarten through third-grade students at least twice yearly;
- An additional 40 hours of reading instruction available to all K-3 “Below Grade Level Proficiency” readers; and
- Professional development related to reading instruction for all in-service elementary teachers in the state. In addition, all Idaho teacher education programs are required to document that pre-service teacher graduates are able to teach reading effectively.

The Idaho Reading Initiative was expanded in 2001 by the addition of statutory reading goals for the state, including a requirement that schools insure that a minimum of 85 percent of all students read at grade level by the conclusion of the third grade.

Separately, the State Board of Education adopted a series of policies requiring school districts to notify parents of students who score “Below Grade Level Proficiency” on an assessment; to provide parents information about the voluntary 40-hour extended reading program; to advise parents that in some instances the district may recommend in-grade retention for a student; and to require development of an individualized remediation plan for any student promoted from third to fourth grade who is still considered to be “Below Grade Level Proficiency” in reading.

Together, the three statutory requirements and subsequent year-to-year funding appropriated by the Idaho Legislature are known as the “Idaho Reading Initiative.”

The Idaho Reading Indicator

The first strand of the Idaho Reading Initiative requires schools to assess specific reading skills of all kindergarten through third grade students at least twice yearly. The law incorporates grade-level standards established in the State Board of Education-approved Idaho Comprehensive Literacy Plan and specifies assessment of the following:

- Kindergarten: Reading readiness and phonological awareness
- Grades one through three: Reading fluency and comprehension

In response to the legislative mandate, the Idaho State Department of Education created a set of assessment tools -- the Idaho Reading Indicator (IRI) tests -- to assess reading readiness and phonological awareness of kindergarten students and phonological awareness, decoding and fluency of students in grades 1-3. Comprehension questions are included for grades two and three. The IRI tests are administered by adults (other than the student’s teachers) who have received training in administering the tests. Each assessment is given individually and takes approximately 10 minutes. Test items are presented orally, requiring the student to provide a verbal response (e.g. reading letters,

syllables, words, sentences, or passages; or answering comprehension questions) in most instances.

When the law took effect in July of 1999, two elements required by state law did not exist: the kindergarten through third-grade statewide tests and definitions of grade-level abilities. Within the area of testing, no commercially-prepared or locally developed assessment met the specific statutory requirements. Therefore, a new test unique to Idaho, the Idaho Reading Indicator (IRI), was created. The State Department of Education selected two testing windows, one in the fall and one in the winter. This decision was somewhat controversial. Proponents of fall/spring testing schedules argued that the tests could do “double-duty,” becoming in effect a pre- and post- test for the entire year. Proponents for the fall/winter testing schedule argued that students identified as still struggling in January would be able to benefit from the full resources available to them for the remainder of the school year. Later, at the request of school districts, a third IRI was developed for spring administration as a way of providing more data on student progress during the school year.

The content of the IRI is the result of a combination of research completed by State Department of Education staff, comments from educators across Idaho, existing reading assessments, the Idaho Comprehensive Literacy Plan, and the most current reading research as of spring 2000. (Research used to develop the IRI is included section III B. State Reporting). The Department contacted Waterford Institute to purchase test items and produce test materials. The final product was Idaho’s first standards-based reading assessment, the Idaho Reading Indicator.

To establish grade-level expectations, State Department staff incorporated current reading research, random sample analyses of raw IRI scores, professional expertise, and the state’s standards as outlined in the Idaho Comprehensive Literacy Plan.

The grade-level performance standards established the following scores for each test:

“3” -- At Grade Level – Indicating mastery of the skills

“2” -- Near Grade Level – Indicating partial mastery of some or all skills

“1” -- Below Grade Level – Indicating a lack of mastery of some or all skills

The 1999-2000 academic year served as the pilot year for the assessment. To help establish the reliability and validity of the new assessment, the State Department of Education collaborated with the Northwest Regional Educational Laboratory in Portland, Oregon, to complete a study that is included in Appendix F. The study was focused on the psychometrics characteristics of the IRI, including reliability and validity. Specifically the internal consistency as well as test-retest reliability of the IRI tests was assessed. For all grade levels included in the study the IRI tests as a whole were shown to have high test-retest reliability, with coefficients ranging from .88 to .94.

More recently, the State Department of Education sought the advice of Dr. David Francis and the Texas Institute for Measurement, Evaluation and Statistics in preparing a more detailed analysis of the final version of the Idaho Reading Indicator. Under Dr. Francis' guidance the State Department of Education hired Dr. Frank Gallant, from the University of Idaho, to do the actual study. Dr. Gallant compared the third grade IRI test scores with the results of the Iowa Test of Basic Skills. The correlation between the IRI and ITBS was highly significant. According to Dr. Gallant, "...the validity coefficient of .644 indicates that the IRI is a consistent measure with the ITBS reading." Dr. Gallant's study is included as Appendix G. Dr. Gallant's study was sent to Dr. Francis who agreed with its findings.

Since the creation of the Idaho Reading Indicator, the Idaho State Department of Education has developed two other assessments. The first, a Spanish version of the Idaho Reading Indicator, was piloted and is now in full implementation. The second, a pre-Kindergarten version of the Idaho Reading Indicator, was created and is presently being field tested with more than 80 programs, including; Head Start, Even Start, Special Education pre-kindergarten classes, and private preschools.

Extended Time Reading Programs

The Idaho Reading Initiative requires school districts to provide a minimum of forty hours of reading acceleration for all kindergarten through third-grade students who read "Below Grade Level." During the 2000-2001 school year, the reading initiative funded \$2.4 million dollars to school districts to provide Extended Reading Programs to 14,361 children in grades K-3. Programs fell into one of three categories:

1. **Extended Year:** Several hours per day during the summer for a four- to eight-week period
2. **Extended Day:** Up to four and a half hours after school daily (Monday-Thursday) for up to ten weeks
3. **Other strategies:** A combination of extended day and extended year.

Schools must administer two *Woodcock Diagnostic Reading Battery (WDRB)* subtests prior to and at the conclusion of their interventions to measure the effectiveness of the intervention.

<i>Kindergarten:</i>	Incomplete Words and Sound Blending
<i>First through third:</i>	Letter word Identification and Word Attack

Analyses of the pre- and post-test *WDRB* data concluded that the intervention plans were successful in providing remediation. Students in all grades made progress, but the greatest gains occurred in kindergarten and first grade. From an overall statistical standpoint, no intervention program was more successful than others.

The Idaho Comprehensive Literacy Course

In addition to new testing and extended program requirements, the Idaho Reading Initiative also established new expectations for the professional development of educators currently working in Idaho schools. The law specified that all K-8, special education, and Title 1 teachers and administrators involved in reading instruction must demonstrate knowledge of research-based reading practices. The initiative requires that they complete and pass a three graduate credit college/university course, or forty-five-hour in-service related to reading instruction, that has been approved by the State Department of Education.

The course requirement was linked to the renewal of an educator's professional certificate, which occurs once every five years. The law affects educators who hold certificates that expired on or after Aug. 31, 2001. More than 13,000 educators are expected to meet this requirement within five years. To date 4,111 educators have completed the course; an additional 582 have completed two of the three credits, and 509 have completed at least one credit.

Like the reading assessments, the Idaho Comprehensive Literacy Course, as required in law, did not exist at the time the legislation passed. State Department of Education staff worked with college professors, college of education deans, teachers, and administrators to develop the framework for the course based on the specifications in the statute as well as in the Idaho Comprehensive Literacy Plan.

Related to reading instruction, the Idaho Comprehensive Literacy Course is based on three standards for kindergarten through eighth-grade educators:

- The practicing educator exhibits knowledge, strategies and beliefs about language structures and literacy instruction that are based on current research and best practices in order to maximize student reading success.
- The practicing educator understands and applies/promotes research and best practices related to comprehension that maximize student reading success.
- The practicing educator understands, promotes, and applies appropriate strategies and multiple assessments and interventions to maximize student-reading success.

The State Department of Education must review course curricula and instructors' experience and background to ensure fulfillment of statutory requirements prior to approving course providers and courses. Currently, thirty approved providers are serving Idaho's educators; they include colleges of educations, school districts and private educational institutions.

Educators with extensive reading knowledge have another option for satisfying the professional development requirement. Beginning in September of 2002, college students preparing to become K-8 educators must take and pass a new assessment developed by a statewide committee chaired by Dr. Dale Gentry, dean of the University of Idaho College of Education. This pre-service assessment was piloted in the fall of 2000 and the spring of 2001, and will be offered to students for the first time in spring of 2002. Experienced in-service educators may, if they wish, take the assessment and, if they pass it, they will be considered to have satisfied the Idaho Comprehensive Literacy Course requirement. The state-mandated content of the Idaho Comprehensive Literacy Course is included in Appendix A.

Identified Gaps in the Idaho Comprehensive Literacy Act

In the fall of 2001, forty-seven percent of kindergarten through third-grade children scored below grade level on the state's reading assessment thus, a significant percentage of children have not met the Idaho's standards for reading proficiency.

A comprehensive analysis of all data reasonably available to Idaho's State Department of Education related to kindergarten through third-grade reading achievement, training of certified and non-certified personnel, and gaps in the state's reading initiative, has identified the following needs:

1. **Improve reading achievement for all students.** An analysis of the forty-seven percent of kindergarten through third-grade students who scored below grade level, pointed to an over-representation of children within specific demographic breakdowns. They are:
 - Rural poor
 - Title 1
 - Limited English Proficient
 - Hispanic
 - Migrant
 - Native American
 - Special Education
2. **Provide professional development for teachers of reading in research-based instruction.** There is a significant disparity among certified teachers in their knowledge of best practices in reading instruction.
3. **Provide professional development for teachers of reading in research-based practices related to assessing phonemic awareness, phonics, spelling, fluency, comprehension and vocabulary.** Currently, only teachers seeking certification in special education are required to take any assessment courses prior to certification.

4. Provide curricula and materials to educators in grades kindergarten through three that explicitly teach the following:

- a. Phonemic awareness
- b. Explicit, systematic, sequential phonics
- c. Orthographic patterns of English
- d. Structural Analysis
- e. Morphology
- f. Fluency
- g. Comprehension
- h. Vocabulary

Teachers are being asked to teach the key components of reading instruction without access to materials that support their instruction.

Student Needs

Title 1

The rural and remote nature of the state of Idaho creates areas of great need and limited resources. Idaho must meet the needs 19,755 kindergarten through third-grade children who qualify for Title 1 services. While such children represent only twenty-eight percent of the entire kindergarten through third-grade population, this population is over-represented in terms of lacking necessary reading skills. **Among the entire population of children who score “Below Grade Level,” forty-two percent also qualified for Title 1 services.** These students’ reading achievement lags behind their peers in every grade level, as measured by the Idaho Reading Indicator.

**Idaho Reading Indicator Results:
Kindergarten, Fall 2001**

State % of Students on Grade Level
44%

Title 1 % of Students on Grade
30%

First Grade, Fall 2001

State % of Students on Grade Level
70%

Title 1 % of Students on Grade Level
51%

Second Grade, Fall 2001

State % of Students on Grade Level
50%

Title 1 % of Students on Grade Level
31%

Third Grade, Fall 2001

State % of Students on Grade Level
49%

Title 1 % of Students on Grade Level
31%

Limited English Proficient

The state must also determine how to address the needs of students with Limited English Proficiency (LEP). **The numbers of LEP students in Idaho has increased by sixty-two percent since the 1990-1991 school year.** Limited English Proficiency students are now enrolled in eighty-seven of Idaho's 114 school districts. Currently fifty-eight different languages other than English are represented in Idaho's diverse population (Idaho Department of Education, Compensatory Education Report for 1996-1997).

Kindergarten, Fall 2001

State % of Students on Grade Level
44 %

LEP % of Students on Grade Level
12%

First Grade, Fall 2001

State % Students on Grade Level
70%

LEP % of Students on Grade Level
36%

Second Grade, Fall 2001

State % of Students on Grade Level
50%

LEP % of Students on Grade Level
23%

Third Grade, Fall 2001

State % of Students on Grade Level
49%

LEP% of Students on Grade Level
21%

Hispanic

Between the 1990 and 2000 census, **Idaho's Hispanic population in Idaho increased 92.1 percent.** An area of significant concern in Idaho is its inability to meet the needs of this increasing population. According to the fall state reading assessment, sixty-eight percent of kindergarten through third-grade Hispanic students scored below grade level in reading achievement.

Kindergarten, Fall 2001

State % of Students on Grade Level
44%

% of Hispanic Students on Grade Level
17%

First Grade, Fall 2001

State % of Students on Grade Level
70%

% of Hispanic Students on Grade Level
47%

Second Grade, Fall 2001

State % of Students on Grade Level
50%

% of Hispanic Students on Grade Level
32%

Third Grade, Fall 2001

State % of Students on Grade Level
49%

Hispanic % of Students on Grade Level
30%

Migrant

Reading instruction for children who qualify for migrant services presents several unique challenges. Due to Idaho's dependence on its agricultural economy and its reliance on seasonal migrant workers, the state must determine how to address the needs of these students. **Local education agencies must address issues of mobility, geography, English language learning, poverty, and reading achievement.** Currently, many of our migrant students fall significantly below the state reading averages.

Kindergarten, Fall 2001

State % of Students on Grade Level
44%

% of Migrant Students on Grade Level
14%

First Grade, Fall 2001

State % Students on Grade Level
70%

% of Migrant Students on Grade Level
31%

Second Grade, Fall 2001

State % of Students on Grade Level
50%

% of Migrant Students on Grade Level
27%

Third Grade, Fall 2001

State % of Students on Grade Level
49%

% of Migrant Students on Grade Level
27%

Native American**Native American students are not reaching the state's goal for reading achievement.**

This is of particular concern to Idaho's Indian Education Committee, an advisory group established by Executive Order to work with the State Department of Education. Through this committee, the six tribes within Idaho borders set goals and make recommendations for improving the quality of Indian education in the state. The American Indian/Alaskan Native population has grown by 28 percent in the past decade.

Kindergarten, Fall 2001

State % of Students on Grade Level
44%

% of Native American Students
26%

First Grade fall 2001

State % Students on Grade Level
70%

% of Native American Students
51%

Second Grade fall 2001

State % of Students on Grade Level
50%

% of Native American Students
33%

Third Grade, Fall 2001

State % of Students on Grade Level
49%

% of Native American Students
27%

Special Education

Finally, the state's ability to meet the needs of children with disabilities in the area of reading instruction remains a critical issue. Overwhelmingly they are not making the same progress as their non-disabled peers in reading.

Kindergarten fall 2001

State % of Students on Grade Level
44%

Spec. Ed. % of Students on Grade Level
30%

First Grade fall 2001

State % of Students on Grade Level
70%

Spec. Ed. % of Students on Grade Level
22%

Second Grade fall 2001

State % of Students on Grade Level
50%

Spec. Ed. % of Students on Grade Level
16%

Third Grade fall 2001

State % of Students on Grade Level
49%

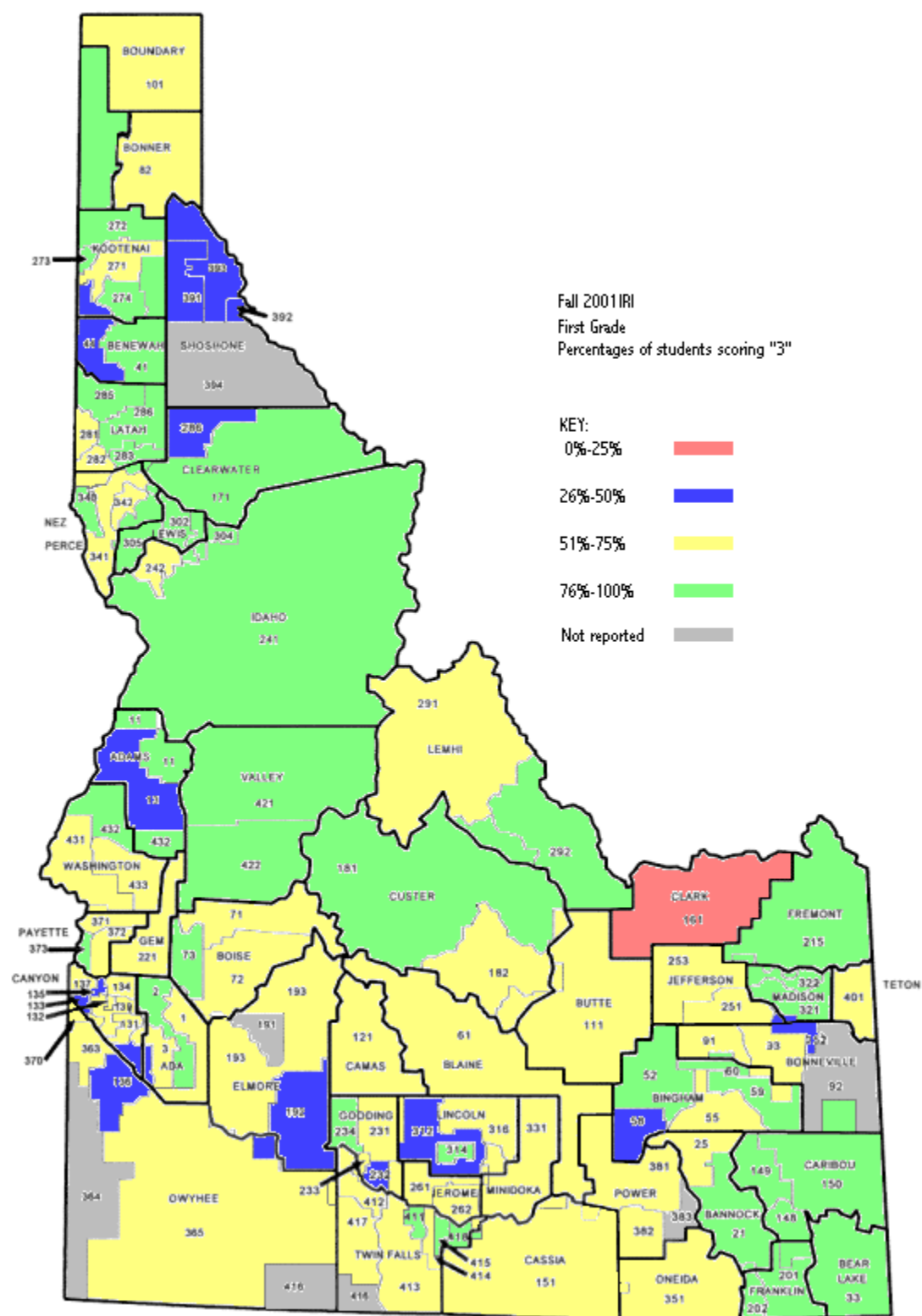
Spec. Ed. % of Students on Grade Level
15%

Targeting Areas for Reading First Subgrants

Because of the unique geographical challenges in Idaho, analyzing the Idaho Reading Indicator results by demographics is not enough. The State Department of Education recognizes the challenges of meeting the needs of both students and teachers in remote areas of the state. Therefore, the results of the fall 2001 Idaho Reading Indicator were

analyzed by region. The goal of the analysis was to target local education agencies in need of technical assistance in reading instruction.

This analysis will be part of the selection criteria used by the Reading First Leadership Team in awarding subgrants. A goal of the data analysis is to create logical partnerships among small school districts.



Teacher Need

Among Idaho's 7,054 elementary teachers, only sixteen percent hold master's degrees. Twenty-six percent of Idaho elementary school teachers have worked in education less than five years. Currently the state does not have the certification for "Reading Specialist."

Consequently, there is significant disparity among certificated teachers in their knowledge of best practices for reading instruction. Idaho teachers lack training in the following areas:

- Phonemic awareness
- Phonics/word study
- Morphology
- Fluency
- Comprehension
- Vocabulary development
- Assessment of early literacy skills (The state recognizes assessment as a major area of need in relation to professional development for elementary educators.)
- Intervention strategies for children at-risk for reading failure.

Idaho's changing demographics present tremendous challenges for educators and local education agencies. The growing Limited English Proficiency (LEP) population has resulted in teachers requiring more training in English as a Second Language (ESL), Sheltered English, and bilingual education. Idaho employs only 100 certificated ESL/Bilingual educators to serve the educational needs of over 17,000 LEP students. The state has embarked on a "Grow Your Own" project to encourage more minority students to enter the teaching profession, but results will not be known for several years.

Appropriate curriculum and materials also a significant need for Idaho educators. Many school districts bought materials for reading instruction prior to the passage of the Idaho Reading Initiative and now must update their inventory. However, the combination of Idaho's low tax base and recent economic declines has led to spending cuts ordered by the state legislature. Consequently, many school districts have postponed purchase of new supplies and materials. Teachers struggle with the lack of available materials that explicitly teach:

- Phonemic Awareness
- Explicit, systematic, sequential phonics
- Expository reading
- Fluency
- Development of receptive and expressive vocabulary

B. State Outline and Rationale for Using Scientifically Based Reading Research

Idaho has a unique commitment to the implementation of scientifically based reading research, because it emanates from the top. Governor Kempthorne in his inaugural address declared this the “generation of the child.” Dr. Marilyn Howard, Superintendent of Public Instruction is a trained reading specialist, who wrote her doctoral dissertation on the impact of phonemic awareness training and subsequent reading achievement.

It is under their guidance and leadership that the Idaho Reading Initiative was created in 1999. In the first full year of implementation the Reading Initiative resulted in a 16% decrease in the number of kindergarten through third grade students scoring below grade level. The Initiative laid the foundation for systemic, sustainable change. We recognize that even though it was based on research as recently available as 1999, there is more research – scientifically based research that needs to be implemented in every classroom in Idaho if we are to ensure that “No child is left behind.”

According to the convergent findings of numerous studies from the 1990s – 2002, classroom instruction is the best antidote for reading difficulty. Reading scientists now estimate that 95 percent of all children can be taught to read at a level constrained only by their reasoning and listening comprehension abilities. Teachers who incorporate critical oral or written language skills into direct, systematic, sequenced lessons can reach most children (Moats, 2000). The findings of what constitutes effective reading instruction have been documented by scientifically based reading research.

We recognize that depending on the theoretical and pedagogical perspectives definitions may vary. The goal of the Idaho State Department of Education is to translate the information generated by scientifically based reading research to Idaho educators with “one voice,” so that Idaho teachers clearly understand the definition of scientifically based reading research, each of the essential components of reading instruction, as well as the instructional programs and practices that research supports as most effective. This part of the proposal will become the technical manual made available to local school districts as part of their subgrant application process.

Defining Scientifically Based Reading Research

The National Reading Panel and the National Academy of Sciences’ National Research Council report Preventing Reading Difficulties in Young Children (1998) established criteria to examine the research conducted on reading instruction. Their work established protocols for developing a framework of scientifically based reading research.

At the core of scientifically based reading research are four criteria:

1. Use of rigorous, systematic and empirical evidence
 - a. The program should have a solid theoretical or research foundation that is grounded in the scientific literature.

- b. Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups.
 - c. Program effectiveness has been demonstrated through research that clearly describes how, by whom, and on whom the research was conducted.
- 2. Adequacy of the data analyses to test the stated hypothesis and justify the conclusions drawn
 - a. Research demonstrates program effectiveness was designed to minimize alternative explanations, such as through a series of experiments that consistently support a given theory while collectively eliminating the most important competing explanations.
 - b. The overall conclusions are consistent with research observations.
 - c. Research demonstrates program effectiveness presents convincing documentation that the observed results were the result of intervention.
 - d. Research that demonstrates program effectiveness clearly defines the population studies (student demographics such as age and poverty level, as well as cognitive, academic and behavioral characteristics, school attributes such as grade levels, size and racial, ethnic and language minority composition).
 - e. Research that demonstrates program effectiveness clearly describes to whom the findings can be generalized.
 - f. Research that demonstrates program effectiveness provides a full description of outcome measures.
- 3. Reliance on measurements or observational methods that provide valid data across evaluators and observers across multiple measurements and observations.
 - a. Gains in student reading achievement have been sustained over time.
 - b. Gains in student reading achievement have been confirmed through independent third-party evaluation.
 - c. Program effectiveness has been demonstrated through investigators in numerous locations.
 - d. Research that demonstrates program effectiveness describes the program in sufficient detail to allow for replicability
 - e. Research that demonstrates program effectiveness explains how instructional fidelity was ensured.
- 4. Acceptance by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.
 - a. Unbiased individuals who were not part of the study have carefully reviewed the research that demonstrates program effectiveness.
 - b. Program effectiveness findings have been subjected to external scrutiny and verification.

Defining the Five Essential Components of Reading Instruction

Using the definitions of the “essential components of reading instruction” and “reading” in section 1208 of the Reading First subpart of the NCLB law, the essential components of reading instruction include: phonemic awareness, phonics and word study, fluency, vocabulary and text comprehension. Definitions of each of the five essential components of reading instruction were also taken from the “The Secretary’s Reading Leadership Academy” materials developed for the January 23-25, 2002 conference in Washington D.C., The Reading First Assessment Committee, June 2002, and the extensive research on beginning reading (Adams, 1990, National Research Council, 1998, National Reading Panel, 2000).

1. Phonemic Awareness is the awareness that sounds make up spoken words (Harris, Hodge, 1995). A phoneme is the smallest unit of sound in spoken language (Reading First Assessment Committee, 2002). Phonemic Awareness is an oral language skill that involves the ability to identify and manipulate individual speech sounds in words. It involves an understanding about language and a set of skills that develop gradually during early childhood and elementary years. That set of skills develops with practice and application (Torgeson & Mathes, 2000). For example, a child entering kindergarten may be able to indicate the first sound in the word man /m/. By mid kindergarten the child may be able to identify both the initial and final phoneme in man /m/ and /n/ and by the beginning of first grade recognize initial, medial and final phoneme – man /m/ /a/ /n/. Phonemic Awareness instruction is not the same as phonics (instruction that focuses on the relationship of phonemes and graphemes). It is also not the same as phonological awareness. Phonological awareness is an encompassing term that includes various types of language awareness including; segmenting words in a sentence, rhyming, identifying syllables, etc.) (Reading First Assessment Committee, June 2002, The Secretary’s Reading Leadership Academy, January 2002)

“Explicit phonemic awareness instruction helps all beginning readers, including those having reading difficulties and English language learners” (National Reading Panel, 2000). 52 peer-reviewed experimental studies reveal the significant effects of explicit instruction in phonemic awareness, especially when combined with instruction in letter sounds (National Reading Panel 2000). Phonemic awareness instruction helps children learn to read, and it can be taught and learned (CIERA, 2001).

Phonemic Awareness instruction helps all students to read, including preschoolers, kindergarteners, first graders who are just starting to read and older, struggling readers (CIERA, 2001) Phonemic awareness and letter recognition are the two best school-entry predictors of how well children learn to read during their first two years in school (Learning First Alliance, 2000; National Reading Panel, 2000, National Research Council, 1998). Children who have poorly developed phonemic awareness at the end of kindergarten are likely to become poor readers (Learning First Alliance, 2000, National

Reading Panel, 2000). There is an extensive research base in support of the effectiveness and practical utility of providing kindergarteners with phonemic awareness instruction (National Research Council, 1999).

Phonemic Awareness is most effective when children are taught to manipulate phonemes by using the letters of the alphabet (CIERA, 2001). "Neither phonemic awareness nor knowledge of the correspondence between letters and phonemes is sufficient for the emergence of initial insights into the alphabetic principle. But both in combination seem...to firmly promote its acquisition in otherwise preliterate children" (Byrne, Fielding-Barnesly, 1989).

Phonemic awareness instruction is more effective when it focuses on only one or two types of phoneme manipulation, rather than several different types (CIERA, 2001). According to the NRP findings, children who received training that focused on one or two phonemic awareness skills exhibited stronger phonemic awareness and stronger transfer to reading than children who were taught three or more phonemic awareness skills (National Reading Panel, 2000) "...teaching one or two types of phoneme manipulation – specifically blending and segmenting phonemes in words – is likely to produce greater benefits to your students' reading than teaching several types of manipulation." (CIERA, 2001) Teaching students to segment and blend benefits reading more than a multi-skilled approach (National Reading Panel, 2000).

Phonemic awareness instruction also helps children learn to spell (CIERA, 2001). According to the National Reading Panel (2000) phonemic awareness instruction positively impacted reading growth (including word recognition and comprehension) for all students and accelerated spelling growth for all children except those with established learning disabilities.

2. Phonics is a method of reading instruction that teaches symbol (grapheme) sound (phoneme) relationships. English is an alphabetic language. 44 phonemes map to 26 graphemes. As children develop decoding skills, they become increasingly able to fluently and accurately identify unknown words by using more complete phonemic cues as well as their knowledge of meaning of the sentence or passage they are reading (Share & Stanovich, 1995). Phonics instruction improves word reading skills and text comprehension especially for kindergarteners, first graders and older struggling readers (National Reading Panel, 2000).

"Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction" (CIERA, 2001). Systematic means that instruction follows a logical sequence that builds in complexity. Explicit instruction is characterized by clarity of explanations and directions, direct modeling, guided practice and structured feedback and application. Explicit systematic phonics instruction benefits all beginning readers and most particularly children having difficulty learning to read (Learning First Alliance, 2000, National Reading Panel, 2000, National Research Council, 1999). 38 studies indicate that systematic phonics instruction resulted in growth in both reading and spelling when combined with applying that knowledge in daily reading and writing

activities (National Reading Panel, 2000). Systematic instruction maximizes the likelihood that whenever children are asked to learn something new, they already possess the necessary background knowledge to sufficiently understand it (Adams, 2001).

3. Fluency is an area of reading instruction that has been neglected for many years. The definition of fluency varies. Many definitions emphasize accuracy and speed (Meyer, Felton, 1999), while others include grouping words into meaningful phrases, reading with expression (Aulls, 1978). Hudson, Mercer and Lane's definition "...Accurate at a minimal rate with appropriate prosodic features (expression) and deep understanding," most closely aligns with Idaho State Reading Standards for K-3. Automaticity is defined as quick and accurate recognition that occurs with little attention. (Reading First Assessment Committee, June 2002) When word recognition is fast and accurate or automatic, cognitive resources are free to process meaning (National Reading Panel, 2000). Unless students become fluent readers they will struggle to concentrate their attention on comprehending and responding to texts read. It is the bridge between single word decoding and comprehension (CIERA, 2001).

The most effective instructional strategies for building fluency include repeated and monitored oral reading (CIERA, 2001) There is no evidence currently to confirm that instructional time spent on silent reading with minimal guidance and feedback improves reading fluency or overall reading achievement (CIERA, 2001). On the contrary students who read and reread orally as they receive guidance become better readers. Repeated oral reading substantially improves word recognition, speed and accuracy as well as fluency. Repeated oral reading improves the ability of all students throughout the elementary school years and works under a variety of conditions with minimal special training or materials (National Reading Panel, 2000).

Researchers have found several effective techniques related to repeated oral reading. Having students read and reread text a certain number of times or until a certain level of fluency is reached has been demonstrated to build fluency. For most students four readings is sufficient (CIERA, 2001). "Oral reading practice is increased through the use of audiotapes, tutors, peer guidance or other means" (CIERA, 2001).

4. Vocabulary is a component of both oral and written language that includes the body of words students must know if they are to read increasingly difficult text with fluency and comprehension (Reading First Assessment Committee, 2002). There are four types of vocabulary:

1. Listening vocabulary (receptive) – the words needed to understand what is heard
2. Speaking vocabulary (expressive) – the words needed to express one's thoughts
3. Reading vocabulary – the words needed to understand what is read
4. Writing vocabulary – the words used in writing

The scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly and that some vocabulary must be taught directly. “Children learn the meanings of most words indirectly, through everyday experiences with oral and written language” (CIERA, 2001, Learning First Alliance, 2000). Children learn vocabulary indirectly from: engaging in daily oral language, listening to adults read to them, reading extensively on their own (CIERA, 2001).

“Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly” (CIERA, 2001). Direct instruction helps students learn difficult words that represent complex concepts. Direct instruction includes providing students with specific word recognition, and teaching students word-learning strategies. Specific word instruction helps both vocabulary learning and comprehension. Repeated exposure to vocabulary in many contexts aids word learning. Research confirms that students need multiple encounters with words to learn them. (Secretary’s Reading Leadership Academy, 2002; National Research Council, 1998, CIERA, 2001, Learning First Alliance, 2000, Marzano, Pickering, Pollock, 2001)

5. Text Comprehension is the ability to understand or get meaning from text. Text refers to any type of written material. Narrative text tells a story and generally follows a familiar story structure using such elements as characters, plot and theme. Expository text is nonfiction, informational text that explains a topic or topics in a variety of different text structures such as compare and contrast, time order, cause/effect, etc. (Reading First Assessment Committee, 2002).

“Text comprehension can be improved by instruction that helps readers use specific comprehension strategies” (CIERA, 2001). Explicit instruction in comprehension strategies improve reading comprehension of children with a wide range of abilities (National Reading Panel, 2000). Comprehension strategies that appear to improve comprehension in normal readers include: comprehension monitoring, cooperative learning, graphic and semantic organizers, question answering, question generation, and summarization (National Reading Panel, 2000).

Specific strategies should include:

- Explicitly explain, model and teach comprehension strategies, such as previewing and summarizing text
- Provide comprehension instruction before during and after reading narrative and expository texts
- Promote thinking and extended discourse by asking questions and encouraging student questions and discussions
- Provide extended opportunities for English language learners to participate
- Use classroom based instructional assessment to inform instruction.

(Secretary’s Leadership Academy, 2002; Learning First Alliance, 2000; National Reading Panel, 2000; National Research Council, 1998).

Comprehension should be taught explicitly for both narrative and expository text. Several studies have suggested that young children need more exposure to informational text. Research confirms that depending on the type of text with which they were working, teachers spontaneously but consistently and dramatically shifted the focus and nature of the accompanying discussion and surrounding activities (National Research Council, 1998). Informational text is a way to increase the understanding of new and complicated concepts. Studies confirm that instructional emphasis, complexity and nature of the language produced by both the teacher and the students appeared to change distinctively across reading situations (National Reading Council, 1998). Beginning in the earliest grades, instruction should promote comprehension by actively building linguistic and conceptual knowledge in a rich variety of domains (National Reading Council, 1998).

Applying SBRR to all State and Local Activities

The Idaho State Department of Education, in this application will show how it will assist local educational agencies in identifying instructional materials, programs, strategies and approaches based on scientifically based reading research, and how it will ensure that professional development activities related to reading instruction are based on scientifically based reading research. In determining which LEAs to support, the Idaho SDE will assume the responsibility of ensuring that all programs, strategies and activities proposed and implemented meet the criteria for scientifically based reading research outlined previously.

Comprehensive Reading Programs Based on SBRR

The Reading First legislation has as its purpose to assist state education agencies and local education agencies in establishing effective K-3 reading programs that are based on scientifically-based reading research. In order to effectively teach all children to read, the five essential components of reading components of reading must be integrated within a coherent instructional design. The guidance document from Reading First clearly defines a coherent instructional design as including “explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.” The plan should also consider the “allocation of time, ensuring an uninterrupted block of time for reading instruction of at least 90 minutes per day.” Additional elements of a high quality, SBRR based reading program include a professional development plan that “ensures teachers have the skills and support necessary to effectively implement the program.” And that the reading program includes assessments that screen children for early reading difficulties, diagnose their learning needs, and monitor their progress in acquiring reading skills.

Commercially developed reading programs and instructional materials represent the primary tool K-3 classroom teachers use to teach reading. Estimates suggest, that textbooks serve as the foundation for 75 – 90 percent of classroom instruction (Farr, Tulley, & Powell, 1987; Miller, 1986; Tyson & Woodward, 1989). The Idaho State Department of Education will review the research findings, content and design of commercially developed programs to determine whether they meet the criteria for

scientifically based reading research and are suitable to meet the needs of all students in high poverty schools. Programs will be evaluated on instructional design, cohesiveness, and each content area of essential reading skills.

The Idaho State Department of Education has contacted Jo Robinson, Director of Washington's REA and Reading First Programs and Katherine Mitchell, Director of the Alabama Reading Initiative in an effort to collaborate in the process of developing a short list of approved programs. Both states have expressed an interest in working with Idaho. In addition Dr. Marcy Stein, Development Team Leader for the Reading Programs Committee of the Secretary's Reading Academy, has agreed to work with Idaho through a grant from the J.A. & Kathryn Albertson Foundation. Dr. Stein will facilitate a review of all K-8 reading programs. Other states have also expressed an interest in conducting a joint review and/or in using the evaluation instrument and procedures for making the evaluation. If logistically possible Idaho would be very interested in being part of a joint review. Barbara Hansen, at Northwest Regional Laboratory, has agreed to host a meeting of state representatives to create a "short-list" of approved programs for eligible schools. The meeting is planned for the fall of 2002. Under the direction of the NWREL, State representatives will be using; the states' adoption lists, "A consumers Guide to Evaluating A Core Reading Program Grades K-3: A Critical Elements Analysis" (Simmons, Kameenui), "Textbook Evaluation and Adoption Practices" (Stein, Stuen, Carnine and Long 2001), and the *Classification Process*, developed by the state of Washington, to evaluate the core components of reading instruction in their existing materials. Programs and materials will then be classified as comprehensive or supplemental.

Content Areas to be Evaluated

1. Phonemic Awareness Instruction includes activities that ask children to identify phonemes; categorize phonemes; blend phonemes to build words; segment words into phonemes; delete or add phonemes; and substitute phonemes to make new words. The instruction should focus on blending and segmenting and letters of the alphabet should be used to assist students in manipulating sounds. It should also include an assessment component that screens, diagnosis an area of difficulty and monitors progress.

2. Phonics Instruction should be explicit, systematic and follow a logical sequence of introduction of letter-sound relationships. The program must include specific information about how teachers are to teach those relationships and provide ample practice opportunities for children to apply what they've learned in the reading of words, sentences and stories. It should also contain assessments for monitoring student performance and additional practice opportunities for students who are struggling.

3. Fluency Instruction must be a part of a comprehensive program. Programs should recommend techniques that have demonstrated evidence of being effective such as: repeated and monitored oral reading, modeled fluent reading, use of audiotapes, tutors and peer guidance. Teacher's manuals should include information on the importance of

having students exhibit accurate reading before they begin rereading to develop fluency and use of student materials in which the readers are approximately 95 percent accurate.

4. Vocabulary Instruction will include ways to build students' ability to learn vocabulary both indirectly and directly. Indirect vocabulary instruction should include such activities as conversations with adults, being read to, and opportunities to read on their own. Direct instruction should include teaching specific words before reading, instruction that allows learners to work actively with new words, and includes repeated exposure to new words in a variety of contexts.

5. Comprehension Instruction must include specific comprehension strategies such as monitoring comprehension, using graphic organizers, generating questions, recognizing story structure, summarizing. Teachers' guides need to show teachers how to explicitly teach both narrative and expository text.

Instructional Strategies based on SBRR

Effective strategies are those that have been identified by scientific research as resulting in significant gains in reading achievement. These features include alternative-grouping formats (e.g., one-to-one, pairs, small group) that are suited to specific purposes, responsive to students' needs and provide opportunities for students to belong to several small groups. Effective grouping procedures include flexible grouping that is guided by ongoing progress monitoring and allows for periodic regrouping that is based on the students' knowledge of the five essential components of reading (Elbaum, Vaughn, Hughes, Moody & Schumm, 2000; National Reading Panel, 2000; Vaughn, Hughes, Moody, & Elbaum, 2001; Vaughn, Thompson, Kouzekanani, Bryant & Dickson, 2001).

Effective reading strategies maximize student achievement. They include procedures such as varying presentation formats to maximize the way students participate, reduced teacher talk and increased opportunities for students to demonstrate what they've learned. Effective strategies include adapting the pace and content to match the learning needs of the students. (National Reading Panel, 2000; National Research Council, 1998; Simmons & Kame'enui, 1998)

Scientifically Based Reading Research Applied to Statewide Professional Development

Reading Programs do not teach children to read. Teachers do. The Educational Trust published a comprehensive research and position statement *Good Teaching Matters – How Well-Qualified Teachers Can Close the Gap* (1993). Significant amounts of evidence exist suggesting that teacher quality is the most powerful predictor of student success (Sanders, 1996). Tennessee, Texas, Massachusetts and Alabama have all provided findings that link the knowledgeable teacher with exceptional student achievement.

We want all teachers in Idaho to be well qualified. The goals of the Idaho Reading First professional development program are to: improve student reading achievement, to enable teachers to implement research-based reading programs, and to build reading leaders, at the district and school level. Effective professional development requires extensive follow-up in classrooms and ongoing consultations with experts. Professional development must be viewed as ongoing, never-ending process that involves the entire school (Learning First Alliance, 2000).

State leadership in Idaho has recognized the importance of incorporating the findings of scientifically based reading research into reading instruction throughout the classrooms of our state. Two statewide professional development initiatives have been instituted to provide professional development to teachers of reading throughout the state: First is the development of a course, the Idaho Comprehensive Literacy Course (ICLC), that must be taken by all currently certified teachers before they can be recertified, (Recertification is necessary each five years.) and which will need to be taken by all undergraduates seeking to be certified. In conjunction with the course, all candidates for certification must pass a rigorous assessment on knowledge of reading instruction. (A study guide with a description of the test and sample questions can be found in Appendix B.) Second is the a series of Reading Academies for first grade teachers that were presented throughout the state last year on how to integrate the findings of scientifically based reading research in the areas of phonemic awareness and phonics instruction. Before the end of the 2001-2002 school year Idaho made an internal decision and has used funds from the state reading initiative to pilot First Grade Reading Academies that school year. First grade was selected after an analysis of the state assessment, which indicated a drop in scores from the beginning of first grade to the beginning of second. Between February and July of 2002, nine two-day regional First Grade Academies were held. Attendance was not mandatory, however the SDE estimates the Academies were attended by over 90% of the first grade teachers in the state. The State Reading Coordinator and the Language Arts Specialist taught the Reading Academies. Participants received summaries of the research done by the National Research Council, National Reading Panel, CIERA, National Institute for Literacy. The research from "Put Reading First" was a cornerstone of the instructional practices modeled.

There are several indications that this Reading Academy resulted in changes that effected student performance. First were reports from teachers and principals. Second was an increase in the performance level of students on the end-of-year administration of the Idaho Reading Indicator. Student performance increased by 8% in comparison's to last year's administration. Due to the overwhelming success of the First Grade Academy our goal is to replicate the model for kindergarten, second and third.

The Idaho Grade Level Reading Academies will be offered to all K-3 educators including Title 1, LEP and special education teachers. Academies will emphasize important instructional strategies, alternative grouping formats, measuring progress, instructional and organizational strategies that maximize student engagement. The Idaho State Department of Education chose to implement the concept of Grade Level Academies in

an effort to share the latest reading research, show how this information can be used in the classroom and to clearly state our expectations of what children need to know and be able to do to meet the state standards for achievement. We will be incorporating the materials by the Texas Center for Reading and Language Arts to develop the content of these Academies. Idaho will modify the materials from Texas to reflect state standards, and to develop content specific to the state. These Academies will provide information on scientifically based programs and materials.

Funds from Reading First will allow the State Department of Education to add a significant level of depth to our existing professional development plan. Because of the size of the population in Idaho, it is possible within a relatively short time to provide training to all Idaho educators. And that's one of our goals – to provide high quality training in the science of reading to all kindergarten through third grade educators including: Title 1, LEP, and special education teachers that will impact practices in the classroom. We want to train as many teachers as we can, and as quickly as possible. While we will only implement professional development that is based on sound research, and the principles set forth by the National Staff Development Council, we feel a sense of urgency. We recognize the value of prevention and our goal is to have 85% of our third graders on grade level by 2006 and 100% by 2012. Reading First funds will allow the state to continue and expand our Grade Level Reading Academies and build the infrastructure within the state to eventually provide all our teachers the knowledge that will empower them to effectively use instruction grounded on scientifically based reading research.

We recognize our personnel limitations as an issue in providing effective and timely training to all Idaho educators. During the initial year of Reading First funding we will work with a nationally recognized consultant to develop a “train the trainer” model. The consultant will have to be recognized as a leader in professional development that is based on scientifically based reading research. Additional criteria include:

- Knowledge of SBRR as verified by one of the chairpersons of the subcommittees of the Secretary's Reading Leadership Academy
- Have published scientifically based research articles and/or contributed to recognized summaries of scientific reading research
- Have experience on a state level in implementing and training others to implement SBRR

Our goal will be to develop a cadre of presenters who are able to effectively present Grade Level Reading Academies to all K-3 educators. The personnel trained will have to demonstrate knowledge of scientific based reading research and have experience in implementation of programs grounded in scientifically based reading research.

Currently, we are planning to institute Grade Level Academies for all second grade teachers, special educators and Title 1 teachers in the spring and summer of 2003, third grade teachers in 2004 and kindergarten teachers in 2005.

Additional Professional Development for Reading First Schools

The Idaho Comprehensive Literacy Course and the State Reading Academies will provide valuable information on scientifically based reading research, however, experience with school reform shows that a great deal more professional development and technical assistance is needed to create the kinds of changes that will result in significantly improved student performance in the low performing/high need schools. Through Reading First funds, schools will be able to purchase materials that are scientifically based and fund “coaches” within their buildings who can help teachers in the classroom by delivering ongoing professional development and feedback.

The Idaho Department of Education will use Reading First funds to build statewide capacity.

Reading Leadership Academies

The research clearly indicates that high-performing schools have strong instructional leaders (Carter, S., 2000; Diamond, L. 2000; Secretary’s Reading Leadership Academy 2002). Our goal for the Idaho State Reading Leadership Academy is to provide explicit instruction to elementary administrators in the specifics of implementing sustainable reading achievement for all children.

“The development of the conditions that will sustain effective training requires great changes in normative behavior patterns that have developed over the years. Teaching becomes more public, decisions become collective and thus more complicated, connections with administrators become closer and more reciprocal, and some of these changes cause temporary discomfort that is alleviated only by still greater contact with others (and success with students).” Joyce, B and Showers, B. 1995

The curriculum is still under development but we know what it must include:

- Implementing and Sustaining an Effective Scientifically Based Reading Program
- Professional Development
 1. Presentation of Theory
 2. Modeling and Demonstration
 3. Practice in Workshop Setting Under Simulated Conditions
 4. Structured Feedback
 5. Coaching for Classroom Application
- Instructional Tools
- School Support Systems
- School Leadership
- Assessment
- Time
- Instructional Grouping
- Coaching
- Home-School Connection

In addition the Reading Leadership Academy will incorporate the materials presented at the Secretary's Reading Leadership Academy presented in January 2002.

- Accountability
- Effective Reading Instruction (Key Components of Reading Instruction)
- Selecting a Scientifically Based Reading Program

Attendance at the Reading Leadership Academy by administrators from Reading First LEAs and schools will be a requirement for all Reading First schools. The Academy will meet for three days of initial training and then be followed up by quarterly "Calibration Visits." Calibration Visits will be provided at Reading First schools and will be facilitated by an educational consultant trained in scientifically based reading research who has expertise with the particular program used in the school.

The Calibration visits will begin with morning visits to classrooms to observe instruction. Prior to the actual classroom observance the facilitator will discuss what should be seen in the classroom. An observation checklist will be provided to each Reading Leader and Reading Coach. These observation checklists will be developed to be congruent with the specific programs used. Afternoon sessions will include time for debriefing of instructional practices observed in the classroom and review of data from classroom visits and a review of all current progress monitoring data. The facilitators will lead the debriefing sessions and review what should have been seen and identify what could be done as next steps to ensure student reading achievement. Reading First schools must commit to being part of the rotating schedule of Calibration Visits. The goal is to provide "hands-on" professional development, share progress-monitoring data, and provide ongoing opportunities to brainstorm solutions to issues with full implementation.

Reading Coaches

One of the many recommendations that came from the National Research Council, Preventing Reading Difficulties in Young Children, (Snow, Burns, Griffin, 1998) was the suggestion that schools without Reading Specialists reexamine their needs, because reading specialists provide leadership and instructional expertise for the prevention and remediation of reading difficulties. Reading First schools will be required to use some of their funds from Reading First to create the position of Reading Specialist within their school if it does not already exist. The Reading Specialist will not have any classroom responsibilities or other responsibilities and will be able to work full-time on providing support to teachers.

Reading First schools will commit to send their specialists to all SDE Grade Level Reading Academies, a five-day Coaching Institute, quarterly Calibration Visits, and specific program professional development seminars.

Reading First schools must identify potential candidates for the Coach position. Coaches will receive significant training and technical assistance to serve as instructional coaches, collaborative team builders, and data coordinators for the participating school. Coaches can be identified from outside the district's current teaching rolls. Universities may be a source of potential candidates. All applicants must meet the following conditions:

- Current Idaho certification
- At least 3 years of teaching experience
- Have completed the Idaho Comprehensive Literacy Course or have knowledge to pass exam-demonstrating understanding of SBRR.
- Background in reading that is grounded on scientifically based reading research (endorsement preferred)
- Demonstrated interpersonal, communication, planning and team building skills
- Ability to model effectively in the classroom with range of students comparable to those in Reading First school
- Commitment to participate in all Reading First Professional Development
- Capacity to coordinate, manage and report data

Coaching Institutes

The state will arrange for in-depth and on-going professional development for the coaches through an initial five-day coaching institute and through monthly follow-up regional training sessions. Content of the five day coaching institute will include, but not be limited to:

- Implementing and Sustaining an Effective Scientifically Based Reading Program
- Key Components of Reading Instruction
- What is Coaching?
- The Process of Coaching
- Professional Development
 1. Presentation of Theory
 2. Modeling and Demonstration
 3. Practice in Workshop Setting Under Simulated Conditions
 4. Structured Feedback
 5. Coaching for Classroom Application
- What is Scientifically Based?
- Instructional Tools
- School Support Systems
- Establishing Goals
- School Leadership
- Assessment of Needs
- Data Driven Decision Making
- Time Management
- Providing extra instruction for struggling students

- Effective Use of Grade Level Meetings
- Home-School Connection

Professional Development Providers for Reading Leadership Academies and Coaching Institutes

The State Department of Education will solicit applications from institutions of higher education, educational consultants and private educational foundations to become professional development providers of Reading Leadership Academies, Coaching Institutes, or both. At a minimum the provider must provide evidence of successful implementation of scientifically based reading in at least two school districts either in or outside of Idaho with schools comparable to the low performing/high need schools. The provider must indicate past experiences in training principals to implement reading programs grounded on scientifically based reading research and/or training coaches to provide coaching on programs grounded in scientifically based reading research

They must demonstrate knowledge of the state reading assessment and standards for reading in grades k-3. They will also be asked to provide evidence of knowledge of the assessments identified by the Reading First Assessment Committee and program knowledge of materials that meet the criteria of scientifically-based. Among the assurances that will be required from the provider is that the content must specify that participants only receive instruction in research that fits the criteria found in the National Reading Panel's report of scientific-based research and meet the standards of NSDC. Professional development providers will be expected to provide not just a syllabus but specify the amount of time spent on each topic and demonstrate capacity to provide ongoing support to Reading First schools.

Due to the rural nature of Idaho, providers must also demonstrate knowledge and access to distance education. All institutions of higher education, as well as, fifteen local school districts across the state have distance education labs. While the initial institute will be face-to-face the SDE does not want issues of distance or weather to prevent the professional development provider from delivering ongoing support.

Prior to the submission of this proposal, CORE, and the Pesky Learning Center expressed interest in being considered as providers for both the coaching institutes and Reading Leadership Academy. Information on both organizations can be found in Section F. State Professional Development Plan.

Training in Specific Scientifically-Based Curriculum

Reading First schools that choose to use funds for the purchase of scientifically-based programs or materials must commit to purchasing professional development specific to that program for all staff that effect reading instruction in grades kindergarten through third prior to the implementation of the program in the classroom. This professional development will include initial and on-going training through the school year. The

professional development must meet the standards of the NSDC, be program specific and include follow up on-site technical assistance after implementation. The State Department of Education will develop a list of professional providers who have demonstrated the capability to successfully train teaching staffs in comparable schools to the Idaho RF schools. Proposals need to indicate how the amount and quality of training is likely to produce desired gains in student achievement. Districts will be expected to make an initial two-year commitment for these services. After two years, schools that show the ability to implement without outside guidance will be able to utilize site based personnel.

Reading First schools in Idaho may need a substantial portion of their funding to go towards the purchase of scientifically based reading curriculum in the first year. The state curriculum adoption process is quite rigorous but not all K-3 texts on the State Adoption List meet the definition of scientifically based. Reading First schools must show evidence of a commitment to providing sufficient training of instructional personnel if new curriculum and materials are part of their proposal. Schools that have already purchased a new scientifically based reading program, but have not provided in-depth training will also be expected to provide the in-depth professional development.

Assessment Based on Scientifically Based Reading Research

The goal of the Reading First legislation is to improve the reading achievement of students most at risk for failure. The goal of Idaho State Department of Education is to have 85% of our third grade on or above grade level by 2006, and every child on grade level by 2012. Student achievement is the cornerstone of how we will evaluate state and local district performance in implementing scientifically based reading research.

Measures of Reading Achievement

The Idaho Reading Indicator

In 1999, the Idaho State Legislature passed legislation requiring the development of an assessment that schools would be required to assess specific reading skills of all kindergarten through third grade students at least twice yearly. The law incorporates grade-level standards established in the State Board of Education approved Idaho Comprehensive Literacy Plan.

In response to the legislative mandate, the Idaho State Department of Education created a set of assessment tools -- the Idaho Reading Indicator (IRI) tests -- to assess reading readiness and phonological awareness of kindergarten students and phonological awareness, decoding and fluency of students in grades 1-3. Comprehension questions are included for one, two and three. The IRI tests are administered by adults (other than the student's teachers) who have received training in administering the tests. Each assessment is given individually and takes approximately 10 minutes. Test items are presented orally, requiring the student to provide a verbal response (e.g. reading letters,

syllables, words, sentences, or passages; or answering comprehension questions) in most instances.

When the law took effect in July of 1999, no commercially prepared or locally developed assessment met the specific statutory requirements. Therefore, a new test unique to Idaho, the Idaho Reading Indicator (IRI), was created. The State Department of Education contacted the Waterford Institute and used their Reading Inventory as the basis for the test design. Marilyn Adams and Phil Gough wrote the original Waterford Reading Inventory. Waterford's assessment was written in 1997, and then subsequently field-tested in New York, New Jersey, Texas, Utah and Idaho. The content of the IRI is the result of a combination of research completed by the Waterford Institute, the State Department of Education staff, comments from educators across Idaho, and the most current research available as of spring 2000. Both Louisa Moats and Joe Torgeson reviewed the IRI prior to being piloted. The final product was Idaho's first standards-based reading assessment, the Idaho Reading Indicator. (A more thorough description of the research base of the IRI and an external validation study is included in Section III Evaluation).

The Idaho Reading Indicator is administered in the fall, winter and spring. Because of the three administrations the IRI is used as a screening, progress monitoring, and outcome instrument. To establish grade-level expectations, State Department staff incorporated current reading research, random sample analysis of raw IRI scores, professional expertise and the state's standards as outlined in the Comprehensive Literacy Plan.

The 1999-2000 academic year served as the pilot year for the assessment. To help establish the reliability and validity of the new assessment, the State Department of Education collaborated with the Northwest Regional Educational Laboratory in Portland, Oregon, to complete a study that is available from the Idaho Department of Education. The study was focused on the psychometric characteristics of the IRI, including reliability and validity. Specifically the internal consistency as well test-retest reliability of the IRI tests was assessed. For all grade levels included in the study the IRI tests as a whole were shown to have high test-retest reliability, with coefficients ranging from .88 to .94.

The Northwest Regional Educational Laboratory used teachers rating of reading proficiency as an external measure of test validity. The correlations for grade one through three are statistically significant and substantial. The State Department of Education wanted information on the validity of the IRI as measured with a nationally recognized test. On the advice of Dr. David Francis, the SDE contracted Dr. Frank Gallant from the University of Idaho to complete a study comparing IRI scores and ITBS scores. According to Dr. Gallant, "The correlation between the IRI and the ITBS reading score was highly significant with an $r = .675$. This Pearson correlation of .675 indicates that the two tests are good indicators of each other. In general terms, one could state that if a researcher had either the IRI score or the ITBS score, he could accurately predict what the other score would be nearly 70% of the time." Dr. Gallant's evaluation

of the IRI and the research cited in the creation of the assessment instruments is included in the evaluation section of the proposal.

For diagnostic purposes, in addition to the IRI, any child who scores below grade level must be given the Woodcock Diagnostic Reading Battery, prior to and at the conclusion of the state mandated reading intervention program.

The IRI and the WDRB cover four of the essential elements, phonemic awareness, phonics, fluency, and comprehension.

Additional Assessments Requirements for Reading First Schools

Reading First schools will be required to use three additional assessments that were found to have “sufficient evidence” for use as screening, diagnostic, progress monitoring and outcome instruments by the Reading First Assessment Committee. Rather than selecting one instrument the State Department of Education has selected three separate instruments with the intent of gathering data to support the construct validity of the state reading assessment, The Idaho Reading Indicator. The instruments selected are: the Texas Primary Reading Inventory, Iowa Test of Basic Skills and CBM Oral Fluency.

In kindergarten all Reading First schools will administer the Texas Primary Reading Inventory during the fifth month of school (January) as a screening instrument. For those students who are found to be “at risk” as a result of the screening portion of the assessment, teachers will be required to administer the entire inventory in an effort to create a diagnostic profile of the student’s strengths and weaknesses. The TPRI will also be used as a progress monitoring instrument. The TPRI was selected because of its similarity to the IRI, as well as the fact that is administered by the classroom teacher. By state statute the IRI must be administered by a trained test administrator, other than the classroom teacher. The SDE believes that the combination of an “outside assessment” (IRI) as well as an assessment performed by the teacher (TPRI) should create an accurate picture of the child’s reading development and inform practice. The outcome measure for kindergarten will be the Iowa Test of Basic Skills.

For grades one and two the Texas Primary Reading Inventory will be used as a screening, diagnostic, and performance monitoring assessment. The administration of the assessment will be consistent with the current testing window for the Idaho Reading Indicator. Reading First schools will be required to administer the full inventory to any child in grades one and two identified as at risk. The Iowa Test of Basic Skills will be used as the outcome measure.

For grade three a CBM Oral Fluency measure will be used for screening, and progress monitoring. The CBM Oral Fluency and the Iowa Test of Basic Skills will be used as outcome measures. The state is currently considering Edformation/Aimsweb Oral Fluency measures because of the normative sample and the ability to provide weekly progress monitoring for students who have yet to demonstrate proficiency.

Classroom Based Instructional Assessments

LEAs must ensure that there is a series of progress monitoring assessments that align specifically with the scope and sequence of the scientifically based reading program used in their Reading First schools.

Evaluation

Idaho is unique in its monitoring of student progress in kindergarten through third grade. State statute has required the public reporting of the results of the IRI. Schools report their scores electronically to the SDE, within two weeks of test administration. The results are then tabulated and analyzed by state, district, school and demographically. Results are released to all stakeholders (school districts, legislature, media, etc.) within one month of the close of the testing window

The state will use the knowledge gained from the collection and disaggregation of IRI data to create a data warehouse for each Reading First School. The goal of the warehouse will be to create individual as well as class profiles that will allow teachers, administrators and SDE staff to evaluate progress on a regular basis. Figures A, B, C, D and E illustrate how information is available on the state, district, school and classroom level for the IRI. The SDE will create similar workbooks for each of the other instruments used by Reading First LEAs. Schools will be required to assign a student information management system (SIMS) identification number so that longitudinal information can be gathered. The SDE will require that screening, diagnostic, progress monitoring, and outcome data be reported to the Reading First project director electronically. The results will be disaggregated. The Idaho State Department of Education Reading First Office will monitor progress for Reading First schools on a tri-annual basis. Based on our experience with the state reading initiative we believe this tri-annual focus on reading achievement will expedite student achievement. Since the implementation of the IRI all of our at risk populations have made significant gains. Our outcome measure for all grades and all schools will be the ITBS along with the CBM Oral Fluency Measures in third grade. In first and second grade, the TPRI tests include passage-reading sections that are timed and measured for accuracy. This oral reading fluency is segment of the TPRI although not validated will provide valuable information on students' oral reading

Data Based Decision Making/Goal Setting

LEA continuation will be dependent on high quality implementation of the scientifically based reading program and on increased performance of students on all instruments. As outlined in the professional development section, attendance at the Reading Leadership Academy by administrators from Reading First LEAs and schools will be a requirement for all Reading First schools. In addition to the Academy, Reading First administrators

and coaches must participate in quarterly “Calibration Visits.” Calibration Visits will be facilitated by an educational consultant trained in scientifically based reading research who has expertise with the particular program used in the school. Calibration Visits serve three purposes. The first is ongoing professional development, the second is evaluation of program implementation, and the third is a review of student reading achievement data. In addition to the educational consultant, the Reading First Project Director will be in attendance to participate in classroom visits and review current progress monitoring data. Reading First schools will commit to being part of the rotating schedule of Calibration Visits.

SBRR Program Implementation Evaluation

State Implementation Evaluation

The State Department of Education has contacted, Dr. David Francis, Director of the Texas Institute for Measurement, Evaluation and Statistics (TIMES). Dr. Francis and Times have agreed to serve as an external evaluator of progress. TIMES has had a great deal of experience with program evaluation and is the evaluator for Texas' REA grant.

Among the questions that will be answered are:

- Did classrooms in Reading First Schools implement high quality scientifically based reading research programs that include instructional content based on the five essential components of reading?
- Did classrooms in Reading First schools implement instructional designs that include: explicit instructional strategies; coordinated instructional sequences; ample practice opportunities, aligned student materials; ongoing assessment; small, same-ability, flexible groups; dedicated blocks of time; and high levels of principal leadership?
- Did Reading First schools and comparison schools differ in these respects?
- Did students at Reading First schools meet the end of year benchmarks on the Idaho Reading Indicator? Did students in Reading First schools differ in these respects?
- Did Reading First schools reduce the number of grades 1-3 students reading below grade level? Compared to comparison schools? Compared to previous years' primary grade students?
- Did Reading First schools increase the percentage of grades 1-3 students reading at grade level? Compared to comparison schools? Compared to previous years' primary grade students?
- What was the overall gain in student reading achievement in Reading First schools? How did the gains compare to the overall gains of comparison schools?
- Did teachers in Reading First schools experience increased levels of self-efficacy, outcome expectancy, knowledge and valuing of scientifically based instructional strategies? Compared to comparison schools?
- Were changes in school-level mediating variables related to changes in student outcomes and/or school outcomes?

Linking all Statewide Activities to Reading First

The Idaho State Department of Education believes the sustainability of increased reading achievement will be dependent on the alignment of programs. The principles set forth in Reading First will be the lens by which all other reading related programs and activities are viewed. Our activities in support of Reading First goals will build a permanent and

deep statewide capacity that will have a lasting impact on Idaho's success in teaching all children to read.

C. Selection of Subgrant Eligibility

A school district that meets both of the following criteria will be eligible to apply to the Idaho State Department of Education for Reading First funds:

- The district is among the Local Educational Agencies in Idaho with the highest numbers or students in kindergarten through grade 3 reading below grade level. (A combined total of K-3 students of 30% or greater based on the IRI scores for the fall of 2002); and
- The district has jurisdiction over at least one of the following:
 1. A geographic area that includes an area designated as an empowerment zone, or an enterprise community, under part I of subchapter U of chapter I of the Internal Revenue Code;
 2. A significant number or percentage of schools that are identified for school improvement under Title I, Part A; or
 3. The highest numbers or percentages of children, who are counted for allocations under Title I, Part A, in comparison to other districts in the state. LEAs that had a poverty level of 50% or above.

Thirty-one school districts (27% of all school districts) fit the criteria and represent all areas of the state, as well as the state's definition of urban, rural and remote local education agencies. In each of these school districts every school has a failure rate of 30% or over and a poverty rate of above 50%. Their population includes the highest percentage of students "at-risk for reading failure."

Eligible LEAs and Schools:

- 052 Snake River
 - Moreland Elementary School
 - Pingree Elementary School
 - Riverside Elementary School
 - Rockford Elementary School
- 055 Blackfoot
 - Blackfoot Community Learning
 - Donald D. Stalker Elementary School

- Fort Hall Elementary School
 - Groveland Elementary School
 - I.T. Stoddard Elementary School
 - Irving Kindergarten Center
 - Ridge Crest Elementary School
 - Wapello Elementary School
- 058 Aberdeen
 - Aberdeen Elem-Middle School
- 059 Firth
 - A W Johnson Elementary School
- 083 West Bonner County
 - Idaho Hill Elementary School
 - Priest Lake Elementary School
 - Priest River Elementary School
- 101 Boundary County
 - Evergreen Elementary School
 - Mount Hall Elementary School
 - Naples Elementary School
 - Valley View Elementary School
- 131 Nampa
 - Centennial Elementary School
 - Central Elementary School
 - Greenhurst Elementary School
 - Iowa Elementary School
 - Lincoln Elementary School
 - Nampa Charter School
 - Parkridge Elementary School
 - Sherman Elementary School
 - Snake River Elementary School
 - Sunny Ridge Elementary School
- 132 Caldwell
 - Lincoln Elementary School
 - Sacajawea Elementary School
 - Van Buren Elementary School
 - Washington Elementary School
 - Wilson Elementary School
- 137 Parma
 - Maxine Johnson Elementary School
- 139 Vallivue
 - Central Canyon Elementary School
 - East Canyon Elementary School
 - West Canyon Elementary School
- 151 Cassia County Joint
 - Albion Elementary School
 - Almo Elementary School
 - Declo Elementary School

- Dworshak Elementary School
 - Newcomer Center
 - Oakley Elementary School
 - Raft River Elementary School
- 193 Mountain Home
 - East Elementary School
 - Liberty Elementary School
 - Mountain Home AFB Primary School
 - Pine Elem-Jr. High School
- 202 West Side Joint
 - Harold B. Lee Elementary School
- 215 Fremont County Joint
 - Ashton Elementary School
 - Central Elementary School
 - Parker-Egin Elementary School
 - Teton Elementary School
- 221 Emmett Independent
 - Butte View Elementary School
 - Ola Elem-Jr. High School
 - Shadow Butte Elementary School
 - Sweet-Montour Elem-Jr. High School
- 231 Gooding Joint
 - Gooding Elementary School
- 232 Wendell
 - Wendell Elementary School
- 251 Jefferson County Joint
 - Harwood Elementary School
 - Kinghorn Elementary School
 - Midway Elementary School
 - Roberts Elementary School
- 253 West Jefferson
 - Hamer Elementary School
 - Terreton Elem-Jr. High School
- 261 Jerome Joint
 - Horizon Elementary School
 - Jefferson Elementary School
- 262 Valley
 - Valley School
- 321 Madison
 - Adams Elementary School
 - Archer Elementary School
 - Burton Elementary School
 - Hibbard Elementary School
 - Kennedy Elementary School
 - Lincoln Elementary School
 - Union-Lyman Elementary School

- 322 Sugar-Salem Joint
 - Central Elementary School
- 331 Minidoka County Joint
 - Acequia Elementary School
 - Big Valley Elementary School
 - Heyburn Elementary School
 - Memorial Elementary School
 - Paul Elementary School
- 371 Payette Joint
 - Payette Primary School
- 372 New Plymouth
 - New Plymouth Elementary School
- 373 Fruitland
 - Fruitland Elementary School
- 411 Twin Falls
 - Bickel Elementary School
 - Harrison Elementary School
 - IB Perrine Elementary School
 - Lincoln Elementary School
 - Morningside Elementary School
 - Oregon Trail Elementary School
- 412 Buhl Joint
 - Popplewell Elementary School
- 413 Filer
 - Filer Elementary School
 - Hollister Elementary School
- 431 Weiser
 - Pioneer Primary School

I D. Selection Criteria for Awarding Subgrants

The subgrant selection criteria will be aligned to the subgrant application. Awardees will be chosen based on a competitive process with a 100-point possible system. The design of the Reading First grant proposal is different from other competitive grants administered by the Idaho SDE in significant respects; while the overall framework of the grant process will be competitive, the review of Reading First Applications will be standards-based. LEA applications will not be funded unless they attain a score that meets standards on each section of the application. This approach to scoring will prevent an application that has deficiencies in one section of the plan compensating for those defects with high scores on other sections. In this way, the review process will ensure that funded local Reading First plans address all the critical components of a coherent comprehensive reading initiative grounded on scientifically based reading research.

The criteria for each of the 11 sections of the grant proposal appear on the following pages. Under the criteria are specific questions and requests for descriptions of plans that LEAs must answer to indicate how the LEA's plan will result in implementation of the criteria.

Part I: Schools to be served (5 points maximum)

Criterion: Selected LEAs and schools will:

- Describe the LEA's capacity to serve proposed Reading First schools;
- Identify schools to be served and the criteria used by the LEA in their selection
- Indicate the LEA's strategy in identifying schools to be served, including identifying schools that will not be served that meet the eligibility criteria.

The SDE will give each eligible local district a list of schools that have at least 30% of all K-3 students scoring below grade level on the Idaho Reading Indicator. The LEA will establish eligibility by listing those schools that have both: a) the highest percentages of students scoring below grade level on the fall 2002 IRI and either b) are identified for school improvement or c) have the highest combined percentage of LEP, minority, special education and students counted for Title 1, Part A. From this list of eligible schools, the LEA will select only the number of schools that can be adequately funded from the LEA award. Districts must identify the criteria used to make school selections.

Questions and Descriptions:

1. From the list of eligible schools in your district, which schools will be selected to receive Reading First funds? Describe the criteria used to make your choice.
2. If the lowest performing schools were not selected, explain why these schools were selected to receive grant funds. Describe your plan for addressing the

needs of eligible schools within the district not identified to receive Reading First grants

3. Define how the number of schools selected is sufficiently targeted to ensure that each school receives adequate funding to make significant progress towards increasing student achievement.
4. How will the district use existing resources to coordinate Reading First programs with all local and state efforts in grades K-3?

Part II: Instructional Assessments (10 points maximum)

Criterion: LEAs and schools will:

- Administer the TPRI, ITBS and CBM Oral Fluency measure, which will be used as screening, diagnostic, progress monitoring and outcome assessments.
- Administer all state mandated reading assessments (IRI, ISAT)
- Use the information gained from the assessments to make instructional decisions for K-3 students and to inform decisions about appropriate interventions.
- Have a clear schedule for assessments and report the data to the SDE.
- Administer ongoing program specific assessments that monitor progress.

The Idaho State Department of Education will require Reading First schools to meet all state assessments requirements. The Idaho Reading Indicator will be given to all K-3 students in the first, fifth and ninth month of school. The IRI will be used as a screening, progress monitoring and outcome measure. The Woodcock Diagnostic Reading Battery will be administered to any child who scores below grade level on the IRI. In addition, Reading First LEAs must administer the TPRI and ITBS to all K-2 students. For grades three LEAs must administer a CBM Oral Fluency measure and the ITBS. It is the responsibility of the LEA to administer ongoing program specific assessments that monitor progress. Response must clearly define the coordination of student reading achievement measures.

Questions and Descriptions:

- 1) **Screening:** The purpose of the IRI and TPRI is to identify students who may be at risk for reading failure.
 - a) When will the IRI/TPRI be administered?
 - b) How will the IRI/TPRI data be shared with school and district staff?
 - c) Who will be responsible for the coordination of school data?
 - d) How will the information be shared with parents?
 - e) How will the teachers have access to individual IRI subtest scores?
 - f) How will the subtest results be analyzed individually, by class, and by grade?
 - g) To which students will the Spanish IRI administered in the LEA? (If not please give demographic information.)
 - h) How will the information from the Spanish IRI used to inform instruction?
 - i) What screening instrument will be used during kindergarten registration?
 - j) Is there longitudinal data on student achievement?

- k) How will the results from the IRI be used to inform instruction (placement, grouping, intervention, supplementary instruction)?
- 2) **Diagnostic/Intervention:** The Woodcock Diagnostic Reading Battery is to be given to every child who scores below grade level on the IRI. The TPRI will also be used as a diagnostic instrument
 - a) Within what period of time, after the administration of the IRI will the WDRB/TPRI inventory be given?
 - b) How will that information shared with the classroom teacher and parent?
 - c) How will information from the diagnostic assessments be used to ensure appropriate classroom intervention for any child scoring below grade level?
- 3) **The IRI/TPRI measure students' progress towards the state's standards for reading achievement**
 - a) How will IRI/TPRI scores be used to measure students' progress?
 - b) What steps will be in place to adjust instruction if data indicates an area of weakness?
 - c) Are there other progress monitoring instruments in addition to the IRI/TPRI which will be used for the key components of reading (phonemic awareness, phonics, fluency, vocabulary and text comprehension)? Which students will receive this extra progress monitoring?
- 4) **Program Specific Monitoring:** If the LEA is currently using, or considering purchasing a comprehensive scientifically based reading program with Reading First funds, the program must include ongoing progress monitoring.
 - a) Is program specific progress monitoring available from the publisher of the program?
 - b) Can the publisher produce sufficient evidence that their progress monitoring is aligned with the program?
 - c) Who will be responsible for teacher training on the assessment?
 - d) Who will monitor (at the school and district level) that the assessment is given adequately?
 - e) How will the results be shared?
 - f) How will the results be used to inform instruction?
- 5) **Provide a yearly assessment schedule** by grade level, which includes the name of the assessment to be used, purpose (screening diagnostic, or progress monitoring), the skills assessed, the month when the assessment will be administered.
- 6) In a narrative format describe **how the assessments will be aligned and will inform the instructional program** in Reading First schools within the district. Describe assessment plans for any school within the district that is not targeted to receive Reading First funds.

Part III: Instructional Strategies and Programs (15 points maximum)

Criterion: LEAs and schools will:

- Implement instructional strategies based on scientifically based reading research;
- Select and implement scientifically based comprehensive reading programs that provide instruction to all K-3 students;
- Use instructional strategies and programs that teach the five essential components of reading, include explicit and systematic instructional strategies, have a coordinated instructional sequence, aligned with instructional materials, and allow ample practice opportunities;
- Use instructional strategies and programs that will enable students to reach the level of reading proficiency;
- Implement a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor progress of students who are reading below grade level;
- Select and implement scientifically based comprehensive reading programs, without layering selected programs on top of non-research based programs already in use;
- Align scientifically based reading programs with state standards to ensure that students reach the level of proficiency or better on state reading/language arts assessments.

The Idaho State Department of Education will provide a list of approved scientifically based reading programs. Schools that receive Reading First funds must implement one of the comprehensive programs identified by the SDE. Describe in detail your plans for fully implementing a scientifically based reading program.

Questions and Descriptions:

- 1) Discuss your selection of a scientifically based reading program.
 - a) Describe the process and timeline that will be used by RF schools to select a program.
 - b) What will be the significant factors that influence the decision of schools?
 - c) Describe how faculty members will be involved in the selection process.
 - d) How will schools assess the programs alignment to state standards?
- 2) Professional Development: Define in detail the professional development and technical assistance that will be available to all K-3 educators. (Note training will be mandatory for all certified and contract personnel. Including but not limited to: Title 1, LEP, Special Education, and paraprofessionals).
 - a) What will be the duration of the initial training?
 - b) Include a timeline and dates for training.
 - c) What are the qualifications of the trainer (must demonstrate expertise in scientifically based reading research)
 - d) How many on-site technical assistance visits will there be in the first year?
 - e) How many on-site technical assistance visits will there be in the second year?

- f) Who will facilitate on-site visits? (Will it be original trainer or other personnel? Again note, outside consultants must demonstrate prior knowledge and experience with implementing scientifically based reading programs).
 - g) Specifically indicate the amount of time devoted at initial training for each of the key components of reading.
 - h) Who will be available within the district and at the school to provide additional technical assistance to faculty members?
- 3) How will the LEA monitor full implementation?
- a) Who will monitor implementation on the district level?
 - b) Who will monitor implementation on the school level?
 - c) What steps will be in place for teachers to receive additional professional development/technical assistance who are failing to adequately implement the program?
- 4) Describe the characteristics of the assessment components of the program
- a) Describe how the assessment aligns with the key components of reading
 - b) How will it be used to inform instruction?
 - c) How will progress monitored?
 - d) How frequently will student reading performance be measured?
 - e) What intervention materials are available for students who are still struggling?
- 5) Describe the district commitment to:
- a) Flexible Grouping
 - b) Immediate intervention based on the scientifically based reading research
 - c) Schedule that includes a daily protected 90 minute block of reading instruction
- 6) If the district is currently using a program from the approved list, discuss your plan for full implementation.
- a) Identify the program
 - b) Describe current implementation (degree) at each grade level
 - c) Describe professional development school personnel received prior to implementation
 - d) Identify additional needs for materials or training.
 - e) Identify how you will these needs

Part IV: Instructional Materials (10 points maximum)

Criterion: LEAs and schools will:

- o Select and implement scientifically based instructional materials, including supplemental and intervention programs and materials, that are integrated, compatible, aligned and coordinated with the comprehensive core reading program;

- Use instructional materials for their intended purposes (e.g. supplemental, intervention)
- Use instructional materials that support the teaching of the five components of reading, include effective program elements such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities, and are aligned with comprehensive reading program;
- Ensure that their implementation meets research based “best practices.” (For example: if the intervention materials are recommended to be used for 45 minutes per day, the district must commit to devoting that instructional time.)

Any materials used in addition to the comprehensive reading program must be based on scientific reading research. All instructional materials need to be coordinated with the core reading program. In addition to being scientifically based the district must explain how they meet the state standards, and coordinate with the comprehensive reading program. Districts must ensure that their implementation meets research based “best practices.” (For example: if the intervention materials are recommended to be used for a minimum of 45 minutes per day, the district must commit to devoting that instructional time.)

Questions and Descriptions:

- 1) List any instructional materials, beyond comprehensive reading program that your district intends to purchase.
 - a) Describe use of the materials (intervention/supplemental)
 - b) Who on the school staff will use the instructional materials?
 - c) What professional development will the district provide to ensure proper implementation?
 - d) Who will monitor the implementation on a district and/or school level?
 - e) Describe the elements of the program (For example: build fluency, teach phonemics segmentation, instructional strategies for expository text comprehension, etc.)
 - f) What materials are currently being used for the state intervention (mandatory 40 hours of reading remediation)?
 - g) Describe the district’s plans to align the state intervention materials with the core reading program as well as any other instructional materials purchased through Reading First
 - h) Do the instructional materials include sufficient progress measures? If not, indicate how sufficient progress monitoring measures will be incorporated into use of these materials.

Part V: Instructional Leadership (10 points maximum)

Criterion: Selected LEAs and schools will:

- Have designated individuals with sufficient time and expertise to provide instructional leadership and clear duties and responsibilities for these individuals;

- Provide training for principals and building leaders in the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring;
- Provide training for LEA personnel to improve their knowledge and skills related to scientifically based reading research and improving reading instruction;
- Have a leader with sufficient authority who has responsibility for aligning the reading curriculum to state standards, evaluating LEA and school reading progress, analyzing achievement data, and making real time school and classroom decisions based on continuous progress monitoring and student and teacher data;
- Provide mandatory training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process, and progress monitoring related to those programs and materials;
- Commit to ensuring continuity of instructional leadership at the school level to the extent possible.

All districts and selected Reading First schools must be willing to guarantee instructional leaders have sufficient time to ensure successful implementation of all Reading First activities. Identified district personnel and all Reading First administrators will be required to attend Reading Leadership Academy and four calibration visits per year. (Refer to F. State Professional Development Plan). Please give detailed answers to each question and specifically identify district/school personnel who will be performing these duties.

Questions and Descriptions:

- 1) Who in the district will be responsible for coordinating Reading First activities?
 - a) How was this person selected?
 - b) Describe their current and future duties
 - c) Describe evidence of this person's knowledge about scientifically based reading research.
 - d) Has this person completed the state required Idaho Comprehensive Literacy Course?
- 2) Specifically state district's commitment to send district personnel and building principal to state's Reading Leadership Academy and attend four calibration visits for each year subgrant is awarded.
- 3) Identify potential candidates for Reading Coaches in each school selected for Reading First funds. If the candidates have not been selected describe the process the district will use to identify potential candidates. All candidates must meet the following conditions:
 - a) Current Idaho certification
 - b) At least 3 years of teaching experience
 - c) Have completed the Idaho Comprehensive Literacy Course or have knowledge to pass exam-demonstrating understanding of SBRR.
 - d) Background in reading that is grounded on scientifically based reading research (endorsement in reading or special education preferred)

- e) Demonstrated interpersonal, communication, planning and team building skills
 - f) Ability to model effectively in the classroom with range of students comparable to those in Reading First school
 - g) Commitment to participate in all Reading First Professional Development
 - h) Capacity to coordinate, manage and report data
- 4) Describe the ongoing training and support for principals as it relates to:
- a) Understanding the essential components of reading and their application to instructional programs and materials.
 - b) Implementing scientifically based program and instruction.
 - c) Providing progress monitoring related to these programs
 - d) Working with teachers who may be in need additional professional development/technical assistance.
- 5) What is the district's plan for training principals at schools not receiving Reading First funds?

Part VI: District and School-Based Professional Development (15 points maximum)

Criterion: LEAs and schools will:

- Have a clear plan and process for the delivery of professional development to K-3 teachers and K-12 special education teachers with explicit means for assessing the specific professional development needs of their teachers and designing professional development around those specific needs;
- Carry out intensive and focused professional development in (i) essential components of reading instruction (ii) implementing scientifically based instructional materials, programs and strategies; and (iii) screening, diagnostic, and classroom-based instructional assessments using a variety of delivery methods;
- Provide professional development that provides both initial preparation and ongoing support in implementing a variety of delivery methods;
- Use individuals highly knowledgeable of scientifically based reading instruction and experienced in program implementation to provide professional development;
- Provide ongoing professional development in support of those serving as trainers and coaches;
- Offer professional development in state reading standards and assessments;
- Provide targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction;
- Offer a varied and full range of professional development experiences that are intensive, focused and sufficient duration to achieve the purposes and goals of the training;
- Give teachers adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application and evaluation;
- Coordinate local professional development with state activities related to improving reading achievement.

Reading First schools will be required to send district personnel, principals of Reading First schools and Reading Coaches to the SDE sponsored training. All K-3 educators must attend the Idaho Reading Academies. If the district plans to use Reading First funds to purchase scientifically based reading programs or instructional materials, intensive initial and ongoing professional development for all staff is also required. With the support of the SDE, ongoing professional development for all K-3 educators will be the responsibility of the local district. Please note that funds from Reading First may only be used for professional development that is specifically focused on scientifically based reading research. The Idaho State Department of Education will create a list of approved Reading First professional development providers for district use. LEAs will be required to create the position of reaching coach with a ratio of one coach to each 20-25 teachers. A coach may be divided between two schools if appropriate.

Questions and Descriptions:

- 1) How will district personnel and elementary principals of Reading First schools assess K-3 educators knowledge of scientifically based reading research?
- 2) Describe how the content of your professional development activities will address identified teacher needs in the following areas:
 - a. Selecting and implementing scientifically based instructional materials, programs and strategies
 - b. Screening, diagnostic, and classroom-based assessments and their appropriate use
 - c. State reading standards for K-3 and assessments
 - d. The essential components of reading instruction
- 3) Describe how the initial training in using the specific program used at the school will adequately prepare the teachers to present lessons to the students.
- 4) Describe how the district will structure classroom follow-up professional development and support to enhance implementation
 - a. How will the district provide ongoing support to maximize classroom implementation of what was learned through State Reading Academies, program specific training, assessment training, or any other professional development opportunities provided by the district?
 - b. Describe how feedback will be given to teachers from principals; reading coaches and district personnel during the initial process of implementing scientifically based reading instruction.
 - c. Describe how the district will provide ongoing support through such activities as; regularly scheduled grade level team meetings, working with ongoing study groups, observation of others, observation by and feedback from reading coach.
 - d. How will the district provide professional development for teachers who need additional assistance with classroom implementation of scientifically based reading instruction?
- 5) How will the district coordinate local professional development with the state Reading First professional development plan?

- 6) How will the professional development plan in Reading First schools impact educators in other schools not selected for Reading First funds?
- 7) Describe how the district will identify and secure professional development providers who are highly knowledgeable of scientifically based reading instruction and are experienced in program implementation
- 8) Identify potential candidates for Reading Coaches in each school selected for Reading First funds. If the candidates have not been selected describe the process the district will use to identify potential candidates. All candidates must meet the following conditions:
 - a. Current Idaho Certification
 - b. At least 3 years of teaching experience
 - c. Have completed the Idaho Comprehensive Literacy Course or have knowledge to pass exam-demonstrating understanding of SBRR
 - d. Background in reading that is grounded in scientifically based reading research (endorsement in reading, or special education preferred)
 - e. Demonstrated interpersonal, communication, planning and team building skills
 - f. Ability to model effectively in the classroom with range of students comparable to those in Reading First school
 - g. Commitment to participate in Reading First professional development plan
 - h. Capacity to coordinate, manage and report data
- 9) Describe how you will provide ongoing professional development and support to those serving as reading coaches in your district.

Part VII: District Based Technical Assistance (10 points)

Criterion: Selected LEAs and schools will:

- Provide high quality assistance related to the implementation of Reading First to participating schools, and/or will coordinate with SDE or other outside experts to provide this assistance
- Provide assistance to schools in evaluating their Reading First programs
- Provide high quality technical assistance related to identifying professional development needs of individual schools, setting goals and benchmarks, and budgeting to participating schools
- Support the efforts of principals and reading coaches within the district

The State Department of Education will provide technical assistance to local districts through the Reading First Program Director, Reading First Professional Development Specialist, and the State Reading Coordinator as well as access to educational consultants who have demonstrated successful implementation of SBRR. In addition the district must provide technical assistance to Reading First schools that will accelerate their success during the implementation process and provide the support necessary to sustain student reading achievement past the period of the grant. Describe below how the district will provide technical assistance to Reading First schools in such areas as setting goals, data-based decision making, evaluating/monitoring progress, budgeting, identifying professional development needs. Also address how district personnel will support the efforts of principals and reading coaches within the district.

Questions and Descriptions:

- 1) Describe how the district will provide technical assistance to Reading First schools in setting goals
- 2) How will the district assist with evaluation and progress monitoring?
- 3) What assistance will be given in helping schools to make data-based decisions? (For example, adjusting program to reflect identified needs.)
- 4) What assistance will be given to schools in developing and monitoring Reading First funds?
- 5) How will the district help schools identify areas of need in terms of professional development?
- 6) What technical assistance will the district provide to principals in Reading First schools in creating a budget to support Reading First, setting goals, monitoring students' progress and intervening when progress is not at desired levels?
- 7) What technical assistance will the district provide to reading coaches in Reading First schools?
- 8) What type of technical assistance will be made available to schools within the district that are not receiving Reading First funds but want to implement scientifically based reading programs?

Part VIII: Evaluation Strategies (15 points maximum)

Criterion: Selected LEAs and schools will:

- Have a clear evaluation plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.
- Report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.
- Have a clear plan to make decisions related to their Reading First programs based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress
- Have valid and reliable measures to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole
- Report reading achievement data, using valid and reliable measures, disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools

Evaluation strategies must focus on student achievement and include the use of the Idaho Reading Indicator. Any additional measures must meet the criteria of being both valid and reliable. Program specific assessments may be used to monitor progress. In answering the questions below please indicate how you will evaluate the reading achievement of students in Reading First schools as well as the district's success in implementing scientifically based reading instruction.

Questions and Descriptions:

- 1) The goal of Reading First is to have every child exit third grade on grade level. In order to achieve this goal, schools must set targets for each grade level prior to third.
 - a. What percentage of increase on the IRI/TPRI/ITBS is the goal for kindergarten?
 - b. What percentage of increase on the IRI/TPRI/ITBS is the goal for first grade?
 - c. What percentage of increase on the IRI/TPRI/ITBS is the goal for second grade?
 - d. What percentage of increase on the IRI/ITBS is the goal for third grade?
- 2) Reading scores on the IRI/TPRI/ITBS must be disaggregated by major racial groups, LEP, special education and Title 1. Describe below the goals for each group.
 - a. What percentage of increase on the spring kindergarten, first, second and third grade IRI/ITBS is the goal for major racial groups within the district?
 - b. What percentage of increase on the spring kindergarten, first, second and third grade IRI/ITBS is the goal for LEP students?
 - c. What percentage of increase on the spring kindergarten, first, second and third grade IRI/ITBS is the goal for special education students?
 - d. What percentage of increase on the spring kindergarten, first, second and third grade IRI/ITBS is the goal for Title 1 students?
- 3) Explain how you will use the assessment data to document the effectiveness of Reading First schools and the district as a whole.
- 4) Describe how schools will use progress monitoring data from a comprehensive scientifically based reading program to effect and inform instruction.
- 5) How will the staff of Reading First schools participate in setting specific student achievement goals throughout the school year?
- 6) Explain how the district will work with individual schools to provide intervention for students who are not meeting achievement levels.
- 7) Describe the district's plan for working with schools that are not meeting goals and/or making significant progress. List interventions that you will implement to ensure improvement.
- 8) Describe any plans to set goals for all schools within the district.

Part IX: Access to Print Materials (5 points maximum)

Criterion: Selected LEAs and schools will:

- Promote reading and library programs that provide student access to engaging in reading materials, including coordination with programs funded under the Improving Reading through School Libraries program, if applicable.

Students must have access to a variety of reading materials in order to become proficient readers. Describe the district's activities to provide engaging, appropriately leveled reading materials to children in Reading First Schools. Reading First districts must establish partnership with local libraries that promote summer reading.

Questions and Descriptions:

- 1) Describe how you will assist schools in obtaining access to a variety of reading materials in; classroom libraries, book rooms, school libraries.
- 2) Describe any federal, state, or local programs that can be coordinated with Reading First programs to increase student access to printed materials.
- 3) Describe the local library program that will be coordinated to promote greater access to print materials throughout the school year and for summer reading.

Part X: Additional Criteria (5 points)

Criterion: LEAs and schools will:

- Detail all uses of local Reading First funds, which are based on scientifically based reading research and coordinated with the LEA's overall Reading First plan

Include a budget, and budget narrative that describes how the district will use Reading First Funds to implement comprehensive scientifically based reading instruction in selected schools. In addition answer the questions below to indicate all additional uses of district Reading First funds.

Questions and Descriptions:

1. Describe how the funds will be used (include budget and budget narrative)
2. Include any additional information that will strengthen the merit of the proposal (for example extended time for additional English instruction for LEP students, how the district will coordinate activities with state reading initiative, etc.)

Part XI: Competitive Priorities (10 points maximum)

Criterion: Selected LEAs and schools will:

- Evidence of successful implementation of instructional strategies and programs based on scientifically based reading research;
- Leadership capacity and commitment to raising student reading achievement;
- Leveraging existing resources with Reading First funds to maximize overall effects;

- Demonstrate a sense of urgency by providing extra time and personnel to facilitate the acceleration of reading performance for children who are struggling to meet state standards.

Note: Because all eligible LEAs have at least 15% of students from families with incomes below the poverty level and there is not an eligible district with at least 6,500 children in the LEA from families with incomes below the poverty level, these elements are not included among competitive priorities.

Questions and Descriptions:

- 1) Describe evidence of district's success in the implementation of a comprehensive scientifically based reading program
- 2) Describe professional development plan for all K-3 educators based on SBRR
- 3) Describe the district's allocation of funds to provide intensive instruction
- 4) Show evidence of district leadership commitment to increase reading achievement for all children
- 5) Describe district plans to provide extra time and personnel to accelerate reading performance for children struggling to meet state standards.

E. Process for Awarding Subgrants

Sufficient Allocation of Resources

The Idaho State Department of Education goal for Reading First is to reach the maximum number of students without sacrificing quality. Providing sufficient funding to truly improve the reading performance in rural areas of the state presents a unique challenge. Many areas within Idaho are considered "remote" rather than "rural." Of the thirty-one districts eligible for funding the majority are in remote sections of the state. There is also a tremendous range in student population. For example, Nampa school district serves 4,000 K-3 students; West Jefferson serves less than 100. Providing adequate funding for both extremes presents a challenge to the State Department of Education.

The State Department of Education believes that we can adequately fund and support thirteen of the thirty-one local education agencies. The award process will be competitive. The review process will be designed to make awards that will empower LEAs and schools to implement all activities successfully that in turn will produce significant gains in student achievement. LEAs will have to clearly indicate how the combination of the local and non Reading First funds will be combined with Reading First funding to create the conditions that will result in the successful implementation of all necessary Reading First activities revolving around securing comprehensive programs, intervention materials, professional development and assessments.

Due to the disparity in the size of student populations, the SDE feels there needs to be an additional formula for funding. Districts with K-3 populations of under 500, will be able to apply for a maximum of \$150,000. Districts with populations between 500-1,000 will

be able to apply for a maximum of \$200,000 and districts with populations greater than 1,000 may apply for a maximum of \$300,000. All districts would receive full funding during the first year of Reading First. They will receive 80% funding the second year and 50% the third. Districts will only continue to receive funding beyond three years, if they are applying for additional schools that were not identified in the first grant process. The number of schools to be included in the LEA request must not exceed the number for which funding is sufficient to support full successful implementation of all Reading First Activities.

As funding decreases to the first grant recipients, it will allow the SDE to fund additional eligible LEAs and/or additional schools within an LEA. Idaho is unique, teacher turnover is relatively low within the state. It is very possible to produce substantial gains in reading performance within three years. This belief is supported by the progress that state has made in reading in just two years with the state initiative.

Districts may use Reading First funds for professional development of K-3, Title 1, special education teachers, and administrators. They may also use funds to purchase a comprehensive scientifically based reading program, for additional instructional materials designed for intervention/supplementation of the core reading program and to fund the position of reading coach. If the district is currently using another funding source to pay for a reading specialist (Title 1, district funds, state reading initiative allocation) they may use those funds for another identified area of need, that is supported by scientifically based reading research.

Review Process

If every eligible district were to apply for funding, there will be thirty-one LEA subgrant proposals. Dr. Marilyn Howard, State Superintendent of Education, will identify two reviewers. Idaho is truly fortunate to have a chief education officer who is knowledgeable of SBRR. Dr. Howard is a member of the Council of Chief State School Officers, a director of the Northwest Regional Laboratory and an ECS commissioner. She has taught elementary and secondary schools, was appointed principal and then became supervisor of a developmental preschool. Howard has served as state coordinator and state president of the International Reading Association, as well as a member of the association's National Research and Studies Committee. She has also served on and led accreditation teams evaluating teacher education programs in Idaho. Howard's research and publications have focused on techniques to help all students read with ease and to understand what they read. She is a trained Lindamood-Bell therapist and did her doctoral dissertation on the impact of phonemic awareness training and subsequent reading achievement. Upon the recommendation of Dr. Douglas Carnine, Dr. Howard has identified Jerry Silbert, from the National Center to Improve the Tools of Educators as one reviewer. Mr. Silbert has an extensive background in working with schools implementing scientifically based reading instruction. The other reviewer has yet to be named but must possess two of the three following qualifications:

- Be knowledgeable of SBRR as verified by one of the chairpersons of the subcommittees of the Secretary's Reading Leadership Academy
- Have published scientifically based research articles and/or contributed to recognized summaries of scientific reading research
- Have years of experience implementing and training others to implement SBRR

Each application will be read and evaluated by two different reviewers using the rubric provided (pages 61-72). The rubric specifies that each of the 11 criteria will be evaluated and scored separately. Each of the parts must receive a numerical score that falls in Meets Standard or Exemplary range in order for the applicant to receive a subgrant award. The total number of points awarded will be used to distinguish the relative strengths of the proposal.

Subsequent to the expert review, members of the Reading Leadership Team will review each application and make necessary policy decisions regarding the awards.

Timeline for Process of Awarding Subgrants

Dr. Howard, State Superintendent of Public Instruction will notify superintendents of eligible districts, in writing during September 2002. A Reading First Grant workshop will be held at the end of September, in conjunction with the state's Title 1 conference. At that time interested LEAs will receive a copies of the Idaho State Application for Reading First, Subgrant Criteria, and Scoring Rubric. A subsequent grant writer's workshop will be held in November of 2002. The State Department of Education will provide technical assistance to eligible LEAs on an ongoing basis during the subgrant process. Proposals will be due to the State Department of Education by February 28, 2003. Successful districts will receive awards by April 4, 2003.

Minimum Subgrant Requirements

The State Department of Education will only fund subgrants that meet the criteria of "Meets Standard" in all areas of the proposal. The amount of funds districts will be awarded subgrants based on their student population. At a minimum each funded school will receive \$300 to \$350 per child to implement the Reading First program. LEAs with small student populations will be encouraged to form consortiums. Two or more LEAs may apply to the SDE. A consortium or a district with less than 500 students may apply for a maximum of \$150,000, districts with between 500-1,000 students may apply for a maximum of \$250,000, and districts with populations over 1,000 may apply for a maximum of \$350,000. Large LEAs may apply in future years for additional schools within their district.

Rubric for Evaluating Subgrants

Evaluate each of the 11 parts separately. Indicate whether the proposal Does Not Meet Standard, Meets Standard, or is an Exemplary Plan. Give each question a total number of points that reflects the evaluation. In the comments section list any additional information that would help the LEA strengthen the proposal.

Part I: Schools to be Served (5 points maximum)

Criterion: The SDE will give each local district a list of schools that have at least 30% of all K-3 students scoring below grade level on the Idaho Reading Indicator. The LEA will establish eligibility by listing those schools that have both: a) the highest percentages of students scoring below grade level on the fall 2002 IRI and either b) are identified for school improvement or c) have the highest combined percentage of LEP, minority, special education and students counted for Title 1, Part A. From this list of eligible schools, the LEA will select only the number of schools that can be adequately funded from the LEA award. Districts must identify the criteria used to make school selections.

The Proposal:

- Identifies the schools to be served
- Describes criteria used to make the selection
- Describes how adequate funding is available to serve number of schools to be selected.
- Describes how district will use existing resources to coordinate Reading First activities with existing state and local efforts

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Comments:

Part II: Instructional Assessments (10 points Maximum)

Criterion: The Idaho State Department of Education will require Reading First schools to meet all state assessments requirements. Reading First schools must also agree to use the TPRI/ITBS and CBM Oral Fluency as screening, diagnostic, progress monitoring and outcome instruments. In addition, Reading First LEAs must administer ongoing progress monitoring that is program specific. Response must clearly define the coordination of student reading achievement measures.

The proposal:

- Describes efforts to use the IRI/TPRI for screening and:
 - Identifies how IRI/TPRI data will be shared with school and district staff
 - Identifies who in the district is responsible for coordinating data
 - Describes how information will be shared with parents
 - Describes how individual subtest scores will be made available to teachers
 - Explains how the subtest scores will be analyzed individually, by class and by grade
 - If appropriate, describes how information from the Spanish IRI will be used to inform instruction
 - Commits to keeping longitudinal IRI data
 - Describes how the results from the IRI will be used to inform instruction (placement, grouping, intervention, supplementary instruction.
- Diagnostic/Intervention
 - States time period for administration of WDRB
 - Describes how information will be shared with classroom teacher and parent
 - Describes how information from WDRB will be used to ensure appropriate intervention
- Progress Monitoring
 - Describes how IRI/TPRI scores will be used to monitor progress
 - Explains process for ensuring data will be used to adjust instruction
 - Describes district disaggregated data analysis
 - Describes any othe progress monitoring assessments (Which children are identified for additional progress monitoring, frequency, etc.)
- Program Specific Monitoring
 - Describes program specific monitoring
 - Identifies individual responsible for teacher training on program specific assessment
 - Identifies individual who will monitor adequate administration of assessment

- Describes how the information will be shared with teachers and will inform instruction

- Includes yearly assessment schedule
- Describes how assessments align and inform instruction

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	

Comments:

Part III Instructional Strategies and Programs (15 points maximum)

Criterion: The Idaho State Department of Education will provide a list of approved scientifically based reading programs. Schools that receive Reading First funds must implement one of the comprehensive programs identified by the SDE. Describe in detail your plans for fully implementing a scientifically based reading program.

The Proposal:

- Discusses the selection or current use of a scientifically based comprehensive reading program that provides instruction to all K-3 students; and that uses instructional strategies and programs that teach the five essential components of reading, includes explicit and systematic instructional strategies, has a coordinated instructional sequence, is aligned with instructional materials, and allows ample practice opportunities;
- Discusses the instructional strategies and programs that will enable students to reach the level of reading proficiency;
- Presents a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor progress of students who are reading below grade level;
- Discusses the selection and implementation of scientifically based comprehensive reading programs, without layering selected programs on top of non-research based programs already in use.
- Describes the alignment of scientifically based reading programs with state standards to ensure that students reach the level of proficiency or better on state reading/language arts assessments
- Describes the characteristics of the assessment component of the program.
- Commits the district to ensuring flexible grouping, immediate intervention for struggling students, and a daily block of at least 90 minutes for uninterrupted reading instruction

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-7	8-12	13-15	

Comments:

Part IV: Instructional Materials (10 points maximum)

Criterion: Any materials used in addition to the comprehensive reading program must be based on scientific reading research. All instructional materials need to be coordinated with the core reading program. In addition to being scientifically based the district must explain how they meet the state standards, and coordinate with the comprehensive reading program. Districts must ensure that their implementation meets research based “best practices.” (For example: if the intervention materials are recommended to be used for a minimum of 45 minutes per day, the district must commit to devoting that instructional time.)

The proposal:

- Identifies and lists all instructional materials that will be used for reading instruction and presents evidence that the materials present scientifically based instructional, including supplemental and intervention programs and materials, that are integrated, compatible, aligned and coordinated with the comprehensive core reading program;
- Describes how instructional materials will be used for their intended purposes (e.g., supplemental, intervention)
- Describes how instructional materials will support the teaching of the five components of reading, include effective program elements such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities, and are aligned with the comprehensive reading program.
- Describes how the implementation of materials will replicate the criteria used to produce high levels of students performance in comparable schools (For example: if the intervention materials are recommended to be used for a minimum of 45 minutes per day, the district must commit to devoting that instructional time.)
- Describes alignment with materials currently used for state intervention (if different)
- Describes progress measures and expected outcomes

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	

Comments:

Part V: Instructional Leadership (10 points maximum)

Criterion: All districts and selected Reading First schools must be willing to guarantee instructional leaders have sufficient time to ensure successful implementation of all Reading First activities. Identified district leader and all Reading First administrators will be required to attend Reading Leadership Academy and attend four calibration visits per year. (Refer to F. State Professional Development Plan). Please give detailed answers to each question and specifically identify district/school personnel who will be performing these duties.

The proposal:

- Identifies designated individuals with sufficient time and expertise to provide instructional leadership and includes clear duties and responsibilities for these individuals;
- Describes training that will be provided for principals and building leaders in the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring;
- Describes training that will be provided for LEA personnel to improve their knowledge and skills related to scientifically based reading research and improving reading instruction.
- Indicates who will serve a district leader and indicates the authority that person will have for aligning the reading curriculum to State standards, evaluating LEA and school reading progress, analyzing achievement data, and making real time school and classroom decisions based on continuous progress monitoring of student and teacher data;
- Describes mandatory training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process and progress monitoring related to those programs and materials;
- Discuss commitment to ensuring continuity of instructional leadership at the school level to the extent possible.
- Commits the district to send all district personnel, principals of Reading First Schools, Reading Coaches and elementary faculty to state sponsored professional development
- Identifies potential candidates for Reading Coaches, or discusses district's process in identifying individuals who are able to serve in that capacity.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	

Comments:

Part VI: District and School-Based Professional Development (15 points maximum)

Criterion: Reading First schools will be required to send district personnel, principals of Reading First schools and Reading Coaches to the SDE sponsored training. All K-3 educators must attend the Idaho Reading Academies. If the district plans to use Reading First funds to purchase scientifically based reading programs or instructional materials, professional development for all staff is also required. With the support of the SDE, ongoing professional development for all K-3 educators will be the responsibility of the local district. Please note that funds from Reading First may only be used for professional development that is specifically focused on scientifically based reading research. The Idaho State Department of Education will create a list of approved Reading First professional development providers for district use. LEA's will be required to create the position of reading coaches with a ratio of one coach to each 20-25 teachers. A coach may be divided between two schools if appropriate.

The proposal:

- Describes a clear plan and process for the delivery of professional development to K-3 teachers and K-12 special education teachers with explicit means for assessing the specific professional development needs of their teachers and designing professional development around those specific needs;;
- Describes how the district will carry out intensive and focused professional development in: (i) essential components of reading instruction; (ii) implementing scientifically based instructional materials, programs, and strategies; and (iii) screening, diagnostic, and classroom-based instructional assessments using a variety of delivery methods;
- Describes how the district will provide professional development that provides both initial preparation and ongoing support in implementing new strategies and programs;
- Describes how the district will use individuals highly knowledgeable of scientifically based reading instruction and experienced in program implementation to provide professional development;
- Describes how the district will provide ongoing development and support to those serving as trainers and coaches;
- Describes how the district will offer professional development in state reading standards and assessments;
- Describes how the district will provide targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction.
- Describes how the district will offer a varied and full range of professional development experiences that are intensive, focused and of sufficient duration to achieve the purposes and goals of the training;

- Describes how the district will give teachers adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation;
- Describes how the district will coordinate local professional development with State activities related to improving reading achievement.
 - Describes the district efforts to ensure that elementary principals, reading coaches and K-3 faculty have adequate knowledge to fully implement a program of scientifically based reading instruction.
 - Describes how the district will select and train qualified reading coaches.
 - Describe how the district will ensure that teachers have ample knowledge on selecting and implementing screening, diagnostic and progress monitoring assessments.
 - Describes how the district will coordinate local professional development with state Reading First Professional Development plan.
 - Includes a plan for providing similar opportunities to schools not selected to receive Reading First funds (if appropriate).

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-7	8-12	13-15	

Comments:

Part VII: District Based Technical Assistance (10 points)

Criterion: The State Department of Education will provide technical assistance to local districts through the Reading First Specialist, State Reading Coordinator and access to educational consultants who have demonstrated successful implementation of SBRR. In addition the district must provide technical assistance to Reading First schools that will accelerate their success during the implementation process and provide the support necessary to sustain student reading achievement past the period of the grant. Describe below how the district will provide technical assistance to Reading First schools in such areas as setting goals, data-based decision making, evaluating/monitoring progress, budgeting, identifying professional development needs. Also address how district personnel will support the efforts of principals and reading coaches within the district.

The proposal:

- Describes how the district will provide high quality assistance related to the implementation of Reading First to participating schools, and/or will coordinate with the SEA or other outside experts to provide this assistance.
- Describes how the district will provide high quality technical assistance related to identifying professional development needs of individual schools, setting goals and benchmarks, and budgeting to participating schools.
- Describes how the district will evaluate and monitor progress
- Describes how the district will provide technical assistance to schools in data-based decision making
- Describes how the district will provide technical assistance available to principals and reading coaches in Reading First schools from district personnel
- Describes how the district will provide assistance to schools in evaluating their Reading First programs.
- Describes how the district will support the efforts of principals and reading coaches within the district.
- Describes how technical assistance will be provided to schools not selected for Reading First funds who wish to implement scientifically based reading instruction

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	

Comments:

Part VIII Evaluation Strategies (5 points maximum)

Criterion: Evaluation strategies must focus on student achievement and include the use of the Idaho Reading Indicator, Texas Primary Reading Inventory, and the Iowa Test of Basic Skills. Any additional measures must meet the criteria of being both valid and reliable. Program specific assessments may be used to monitor progress. In answering the questions below please indicate how you will evaluate the reading achievement of students in Reading First schools as well as the district's success in implementing scientifically based reading instruction.

The proposal:

- Includes a clear evaluation plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.
- Describes a system to report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.
- Describes a clear plan to make decisions related to their Reading First programs based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress.
- Describes valid and reliable measures to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.
- Describes a system to report reading achievement data, using valid and reliable measures, disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.
- Includes target reading achievement scores for grades K-3
- Includes target reading achievement scores for major racial groups, special education and low-income students.
- Describes how the district will use IRI data to document effectiveness of Reading First schools
- Describes program specific progress monitoring
- Describes how information will be shared with faculty and parents
- Includes plan for identifying students who are struggling to meet targets and providing improved intervention

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Comments:

Part IX: Access to Print Materials (5 points maximum)

Criterion: Students must have access to a variety of reading materials in order to become proficient readers. Describe the district's activities to provide engaging, appropriately leveled reading materials to children in Reading First Schools. Reading First districts must establish partnership with local libraries that promote summer reading.

The proposal:

- Describes how the district will assist Reading First schools in obtaining student access to a variety of reading materials in; classroom libraries, book rooms, school libraries.
- Describes coordination of Reading First with any federal, state, or local programs currently in existence that provide access to printed materials
- Describes plans to partner with local library summer reading program

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Comments:

Part X: Additional Criteria (5 points)

Criterion: Include a budget, and budget narrative that describes how the district will use Reading First Funds to implement comprehensive scientifically based reading instruction in selected schools. In addition answer the questions below to indicate all additional uses of Reading First funds. The proposal:

- Describes how the funds will be used (include budget and budget narrative)
- Includes additional information that strengthens the merit of the proposal (for example, extended time for additional English instruction to LEP students or full-extra reading periods for children seriously behind., , etc.)

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-2	3-4	5	

Comments:

Part XI: Competitive Priorities (10 points maximum)

Criterion: A competitive edge will be given to proposals that :

- Describes evidence of district's success in the implementation of a comprehensive scientifically based reading program
- Describes the district's allocation of funds to provide intensive instruction and to leveraging existing resources with Reading First funds to maximize overall effects;
- Describes evidence of district leadership commitment to increase reading achievement for all children
- Describes district plans to provide extra time and personnel to accelerate reading performance for children struggling to meet state standards.

Does Not Meet Standard	Meets Standard	Exemplary Plan	Total
0-4	5-8	9-10	

Comments:

F. State Professional Development Plan

Current State Plan

State leadership in Idaho has recognized the importance of incorporating the findings of scientifically based reading research into reading instruction throughout the classrooms of our state. Two statewide professional development initiatives have been instituted to provide professional development to reading teachers throughout the state: First is the development of a course -- the Idaho Comprehensive Literacy Course (ICLC) -- that must be taken by all currently certified teachers before they can be recertified (re-certification is necessary each five years), and which will need to be taken by all undergraduates seeking to be certified. In conjunction with the course, all candidates for certification must pass a rigorous assessment on knowledge of reading instruction. (A study guide with a description of the test and sample questions can be found in Appendix B.) Second is a series of Reading Academies for first grade teachers that were presented throughout the state last year on how to integrate the findings of scientifically based reading research in the areas of phonemic awareness and phonics instruction. Nearly 90 percent of Idaho first grade teachers participated in these courses.

Idaho Comprehensive Literacy Course

The first layer of the Professional Development Plan is a matter of State Law. All Idaho K-3 teachers and administrators must complete a 45-hour, three-credit "Idaho Comprehensive Literacy" course. The course has three strands:

I. Language Structure and Literacy Instruction

- The practicing educator has knowledge, strategies and beliefs about language structure and literacy instruction that are based on current research and best practices in order to maximize students' reading success.

II. Comprehension Research and Best Practices

- The practicing educator understands and applies/promotes research and best practices relating to comprehension instruction that maximizes students reading success.

III. Assessment and Intervention

- The practicing educator understands, promotes and applies appropriate strategies, multiple assessments, and interventions to maximize students' reading success.

The creation of the Idaho Comprehensive Literacy Course (ICLC) was a result of House Bill 177, which was passed in the spring of 1999. Idaho leaders recognized that many educators were leaving institutions of higher education without the necessary background in reading and reading research to effectively teach children in grades kindergarten through third. School districts reported that the problem was not limited to K-3 and indicated that teachers were also ill equipped to deal with students in upper elementary grades that were still struggling to achieve reading fluency.

Appendix A includes the state-mandated content of the Idaho Comprehensive Literacy Course. While the course does include information on embedded, implicit phonics, guided reading, etc., in terms of defining instructional practices, the contents of the course and the research cited in the course must (by order of the State Board) reflect the scientifically based reading instruction – specifically the value of explicit, sequential, systematic phonemic awareness and phonics.

There are currently 30 providers for ICLC, all of whom submitted a detailed course description including a syllabus, final exam, and instructor qualifications prior to being certified as providers. Providers had to submit separate applications for each of the three strands. A few providers were approved for all three sections of the course, but many were only able to provide training in one of the three areas. Sample syllabi for the course are included in Appendix H. Providers of ICLC include but are not limited to: CORE, Lindamood-Bell, Language!, Pesky Center, Northwest Nazarene University, University of Idaho, and Boise State University.

All providers must agree to being evaluated by participants. Evaluations from participants go directly to the State Department of Education. The Bureau of Curriculum and Accountability reviews the evaluations from each class and has terminated agreements with providers and/or instructors who failed to meet the criteria set forth by the State Department of Education. Funding for the Comprehensive Literacy Course will continue to come directly from the state's Reading Initiative.

As our research knowledge base grows and the demographics of the state change, the ICLC has changed. For example, recognizing the growing LEP population within our state, providers were asked to resubmit syllabi for Standard I, II and III that reflected best practices for teaching English Language Learners.

To date an estimated 5,000 teachers and administrators have completed all three strands of the course. We estimate another 2,500 will take the course over the next three years. As of September 2001 completion of the course became a requirement for re-certification. As of fall 2002, all pre-service teachers will be required to complete the course and pass a rigorous assessment prior to obtaining certification from the state. Certification will be withheld from any teacher candidate who does not have a minimum passing score of 70 percent on all three parts of the assessment.

The creation of the Idaho Comprehensive Literacy Course (ICLC) and the subsequent assessment created for pre-service teachers changed the literacy education programs in colleges across Idaho. The original ICLC was based on the latest research available as of 1999-2000. Providers must update the information presented regularly and are required to explicitly teach the principles identified by the National Research Council and the National Reading Panel. The course was also an attempt to bridge some of the differing philosophies in reading education among institutions of higher education.

Grade Level Reading Academies

The goal of the Idaho Comprehensive Literacy Course is to provide teachers the theoretical and research background necessary to implement scientifically based reading instruction. That is a very ambitious goal to achieve through one course. There is a great disparity among K-3 teachers in terms of their knowledge of the key components of reading – especially phonemic awareness and phonics.

An analysis of the evaluations submitted by teacher participants and feedback from district officials indicates that due to time constraints, the course may lack the instructional strategies and materials that teachers need to link theory and practice. In other words, the goal of the ICLC is to provide teachers with the “Why” of implementing scientifically based reading research, but they still need the “How”. The Superintendent of Public Instruction recognized the need for further professional development and decided to select a model of professional development patterned after the one developed by the University of Texas Center for Reading and Language Arts. The Idaho State Department of Education chose to implement the concept of Grade Level Academies in an effort to share the latest reading research, to show how this information can be used in the classroom and to clearly state our expectations of what children need to know and be able to do to meet the state standards for achievement. Before the end of the 2001-2002 school year, Idaho made an internal decision to use funds from the state reading initiative to pilot First Grade Reading Academies that school year. First grade was selected after an analysis of the state assessment, which indicated a drop in scores from the beginning of first grade to the beginning of second.

Between February and July of 2002, eight two-day regional First Grade Academies were held. Attendance was not mandatory, however the SDE estimates the Academies were attended by over 90 percent of the first grade teachers in the state.

The State Reading Coordinator and the Language Arts Specialist taught the Reading Academies. Participants received summaries of the research done by the National Research Council, National Reading Panel, CIERA, National Institute for Literacy. The research from “Put Reading First” was a cornerstone of the instructional practices modeled. First Grade teachers had the opportunity to share best practices and work with an explicit scope and sequence of reading instruction. The following provide an outline of the First Grade Reading Academy program:

First Grade Reading Academy-Day One

8:30 - 9:00	Introductions, Goals and Objectives
9:00 - 9:45	Key Components of Reading Instruction
9:45 - 10:30	How Can We Use Reading Research to Improve Instruction?
10:30 - 10:45	Break
10:45 - 11:30	Best Practices for Teaching Phoneme Segmentation and Blending
11:30 - 12:00	Practicum
1:00 - 2:00	Establishing the Alphabetic Principle
2:00 - 3:00	Structure of the English Language (Six Types of Syllables)
3:00 - 3:30	Using the Idaho Reading Indicator – Data Driven Decision Making

First Grade Academy-Day Two

8:30 - 9:30	Practicum (Introduction of a syllable type)
9:30 - 10:15	Developing Sight Word Vocabulary
10:15 - 10:30	Break
10:30 - 12:00	Building Fluency – Research Based Best Practices
1:00 - 2:00	Informal and Formal Measures of Assessment
2:00 - 3:00	Maximizing Student Achievement (90 minutes of reading instruction, flexible grouping)
3:00-3:30	Organizational Strategies That Maximize Student Learning

There are several indications that this Reading Academy resulted in changes that effected student performance. First were reports form teachers and principals. Second was an increase in the performance level of students on the end-of-year administration of the Idaho Reading Indicator. Student performance in increased by 8 percent in comparison to last year’s administration. Due to the overwhelming success of the First Grade Academy, our goal is to replicate the model for kindergarten, second and third grades. We will be incorporating the materials produced by the Texas Center for Reading and Language Arts to develop the content of these Academies. Idaho will modify the materials from Texas to reflect state standards, and to develop content specific to the state. These Academies will provide information on scientifically based programs and materials.

We recognize our personnel limitations as an issue in providing effective and timely training to all Idaho educators. During the initial year of Reading First funding we will work with a nationally recognized consultant to help develop a “train the trainer” model. The consultant will have to be recognized as a leader in professional development that is based on scientifically based reading research. Additional criteria include:

- Knowledge of SBRR as verified by one of the chairpersons of the subcommittees of the Secretary’s Reading Leadership Academy
- Have published scientifically based research articles and/or contributed to recognized summaries of scientific reading research
- Have experience on a state level in implementing and training others to implement SBRR

Our goal will be to develop a cadre of presenters who are able to effectively present Grade Level Academies to all K-3 educators. The personnel trained will have to demonstrate knowledge of scientific based reading research and have experience in implementation of programs grounded in scientifically based reading research.

Reading First funds will enable us to provide ongoing Reading Academies for teachers in non Reading First schools. A second round of Reading Academies for first grade teachers is planned for the summer of 2003. The workshop for First Grade teachers will build on the knowledge base built during the first session and expand the scope to include a more in depth training on using assessments to inform instruction and more of a focus on vocabulary development and text comprehension. The first round of training for second grade teachers will also begin during the summer of 2003. The areas of focus for second grade educators will be the key components of reading, and using assessment to inform instruction. Special educators will be included the Academies. Funding for the 2001-2002 First Grade Academies came from state funds. Expanding the Academy model to kindergarten, second and third and making the Academies ongoing for multiple years will come from the professional development funds available to the State Department of Education through Reading First.

Academies will be expanded to kindergarten and third grade in the summer of 2004.

On-line Coursework

Given the sense of urgency felt for bringing all teachers in kindergarten through third grade and all special educators to levels of knowledge that will enable them to utilize the findings of scientifically based reading research in their classrooms, the use of on-line technology to bring this knowledge faster is being considered. Because of the rural and remote nature of many Idaho schools, online or distance courses are often the most effective way for many educators to acquire additional technical skills. At this time we are considering several online course options and are awaiting the materials that will be available from the Texas Center for Reading and Language Arts, as well as a program authored by Dr. Louisa Moats for Scholastic. ScholasticRed.com has online courses with support in many areas of scientifically based reading instruction. Two courses of particular interest are: Put Reading First in Your Classroom, Grades K-2, and Building Fluency Grades K-2. Members of the Reading First Leadership Team will analyze materials and make a final decision on which programs to use once funding is available.

Instruction in the use of screening, diagnostic and classroom-based instructional assessments

Currently, instruction in the use of screening, diagnostic and classroom-based instructional assessments is the objective for Standard III of the Idaho Comprehensive Literacy Course. Teachers must successfully master the use and interpretation of both formal and informal measures of phonemic awareness, phonics, fluency, spelling, vocabulary and comprehension. In addition to the ICLC Standard III course, 150 teachers and district test coordinators were trained to administer the Idaho Reading Indicator prior

to the first year of implementation. Training was done during 14 regional meetings by the staff of the Waterford Institute, the Test Coordinator and Reading Specialist for the Idaho State Department of Education. A database of IRI trainers is maintained at the SDE and all new test administrators are required to complete the course prior to administering the assessment.

The Idaho Reading Indicator is not designed to be a diagnostic assessment. The State Department of Education selected the Woodcock Diagnostic Reading Battery for that purpose. Any child who scores below grade level on the IRI must be given the WDRB. All school districts were required to send teachers and/or test coordinators to training run by Paul Scott of Riverside Publishing during the summers of 1999 and 2000. Riverside Publishing provides annual training to local districts.

The State Department of Education recognizes that in spite of these efforts Idaho educators need a much deeper understanding of the administration and use of assessment to inform practice. The administration and use of screening, diagnostic, progress monitoring and outcome assessment will be part of all Reading Academies. It will be a particular area of emphasis for Reading Coaches and part of their ongoing professional development will be the use of assessment to inform practice. It will be an integral part of the initial professional development at Reading First schools.

Institutions of Higher Education and Certification

The Idaho Comprehensive Literacy Course requirements discussed earlier have required changes at our state colleges. The mandatory requirement of Idaho Comprehensive Literacy and the rigorous assessment have made a significant switch in teacher preparation programs. In addition the State Board of Education added an accountability piece – the results for each college of education will be made public as of the fall of 2002. It has meant a shift in focus for many institutions.

The last layer of both the state professional development plan and our ability to sustain Reading First is to improve the collaboration between higher education and state and local education agencies. An area of concern is the “preparedness” of pre-service teachers. Implementation of the Idaho Comprehensive Literacy Course as well as the new assessment has provided a beginning.

The Reading First Leadership Team recognizes the need for advancement in the knowledge, performance, and dispositions of beginning teachers in applying the knowledge of scientifically based reading research into classroom instruction. As a result, the State Superintendent and State Reading Coordinator met with Dr. Pam Bell Morris, of the University of Texas in July, to discuss other ways to promote SBRR in state institutions of higher education. As a result of this meeting the SDE sent invitations to all higher education reading faculty to attend the last First Grade Reading Academy. The two faculty members who attended the training were very pleased and were planning on incorporating the information gained from the Academy into their pre-service syllabi. Based on their feedback, the SDE is seeking funding from the J.A. & Kathryn Albertson

Foundation to offer stipends to higher education faculty who are willing to attend the Academies, and include SBRR in their pre-service courses.

Reading First funds will be used to conduct a survey of the extent to which reading courses at public institutions are congruent with the findings of scientifically based reading research and to sponsor meetings with faculty to identify areas of disparity and brainstorm possible solutions.

An area of concern continues to be the state standards for a teaching endorsement in reading. To date there are no state standards for an endorsement in reading. A committee consisting of representatives from local school districts, higher education, local school boards, the Idaho State Board of Education, the reading specialist for the State Department of Education, a pre-service teacher, a representative from the business community and a parent met in January and drafted a set of standards for a reading endorsement. The Idaho Professional Standards Committee is currently seeking public comment before presenting the proposal to the State Board of Education for review and approval. (A draft of the standards is included in Appendix E.)

The following paragraphs include a draft of the committee's work in the area of standards for a Reading Endorsement. Specific feedback from the Compensatory Education Department, the Reading Coordinator, Title 1 Directors of LEAs, has resulted in the planning of an additional meeting this September. The SDE is requesting the language of the endorsement specifically reflect the language used in Reading First. The Reading Endorsement Committee will reconvene again in January 2003 to discuss plans for the creation of standards for certification as a Reading Specialist. Currently, there are no state standards for a master's degree in reading. The goal of creating this new area of certification is to differentiate levels of expertise.

Principle 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the taught discipline and creates learning experiences that make these aspects of subject matter meaningful for students:

Knowledge for Reading Endorsement

- The teacher demonstrates understanding of the relationships and roles of the components of a balanced literacy program, which encompasses the following:
 - a. Oral language development and its role in the emergence of writing and reading
 - b. Phonological awareness, phonemic awareness, phonics, structural and morphemic analysis; and their relation to reading and writing processes

- c. Vocabulary development, comprehension of narrative and expository text
 - d. Development of fluency (rate, accuracy and prosody).
- The teacher articulates and demonstrates knowledge of explicit, structured, sequential phonics instruction.
 - The teacher demonstrates knowledge of a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information, e.g., metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing.

Funding for the Reading Standards committee was made possible through a grant from the Albertson Foundation to the State Board of Education. The Albertson Foundation has been generous in supporting statewide professional development. For example, they were the major sponsors of the Northwest Early Childhood Summit, held in Boise on June 10, 2002. The First Lady of Idaho, Mrs. Patricia Kempthorne, hosted the summit. Six hundred Idaho educators were able to hear such national leaders such as Dr. Susan Neuman, Dr. Reid Lyon, Dr. Craig Ramey, Dr. Patricia Kuhl, Dr. Susan Landry, James Wendorf and Mrs. Laura Bush. The Albertson Foundation has agreed to work closely with the State Department of Education. Their mission is education in Idaho and their focus is on reading.

Professional Development for Reading First Schools

The Idaho Comprehensive Literacy Course and the State Reading Academies will provide valuable information on scientifically based reading research; however, experience with school reform shows that a great deal more professional development and technical assistance is needed to create the kinds of changes that will result in significantly improved student performance in the low performing/high need schools that will be Reading First schools. Through Reading First funds, schools will be able to purchase materials that are scientifically based and fund “coaches” within their buildings who can help teachers in the classroom by delivering ongoing professional development and feedback.

The Idaho Department of Education will use Reading First Funds to develop the structures and means to provide professional development to staffs at Reading First schools.

Reading Leadership Academies

The research clearly indicates that high-performing schools have strong instructional leaders (Carter, S., 2000; Diamond, L. 2000; Secretary's Reading Leadership Academy 2002). Our goal for the Idaho State Reading Leadership Academy is to provide explicit instruction to elementary administrators in the specifics of implementing sustainable reading achievement for all children.

"The development of the conditions that will sustain effective training requires great changes in normative behavior patterns that have developed over the years. Teaching becomes more public, decisions become collective and thus more complicated, connections with administrators become closer and more reciprocal, and some of these changes cause temporary discomfort that is alleviated only by still greater contact with others (and success with students)."
Joyce, B and Showers, B. 1995

The curriculum is still under development the State Department of Education will work with the University of Texas Center for Language Arts and Reading to incorporate their material into our Academy model. The Academy will include, but not be limited to:

- Implementing and Sustaining an Effective Scientifically based Reading Program
- Professional Development
 1. Presentation of Theory
 2. Modeling and Demonstration
 3. Practice in Workshop Setting Under Simulated Conditions
 4. Structured Feedback
 5. Coaching for Classroom Application
- Instructional Tools
- School Support Systems
- School Leadership
- Assessment
- Time
- Instructional Grouping
- Coaching
- Home-School Connection

In addition the Reading Leadership Academy will incorporate the materials presented at the Secretary's Reading Leadership Academy presented in January 2002.

- Accountability
- Effective Reading Instruction (Key Components of Reading Instruction)
- Selecting a Scientifically based Reading Program

Attendance at the Reading Leadership Academy by administrators from Reading First LEAs and schools will be a requirement for all Reading First schools. The Academy will meet for three days of initial training and then be followed up by quarterly "Calibration

Visits.” Calibration Visits will be provided at Reading First schools and will be facilitated by an educational consultant trained in scientifically based reading research who has expertise with the particular program used in the school.

The Calibration visits will begin morning visits to classrooms to observe instruction. Prior to the actual classroom observance the facilitator will discuss what should be seen in the classroom. An observation checklist will be provided to each Reading Leader and Reading Coach. These observation checklists will be developed to be congruent with the specific programs used. Afternoon sessions will include time for debriefing of instructional practices observed in the classroom, a review of data from classroom visits and a review of all current progress monitoring data. The facilitators will lead the debriefing sessions and review what should have been seen and identify what could be done as next steps to ensure student reading achievement. Reading First schools must commit to being part of the rotating schedule of Calibration Visits. The goal is to provide “hands-on” professional development, share progress-monitoring data, and provide ongoing opportunities to brainstorm solutions to issues with full implementation.

Reading Coaches

Reading First schools will be required to use some of their funds from Reading First to create the position of Reading Specialist within their school, if it does not already exist. The Reading Specialist will not have any classroom responsibilities or other responsibilities and will be able to work full-time on providing support to teachers. In addition to using a scientifically based program, the research clearly indicates the effectiveness of having in-school specialists. One of the many recommendations that came from the National Research Council, *Preventing Reading Difficulties in Young Children* (Snow, Burns, Griffin, 1998) was the suggestion that schools without Reading Specialists reexamine their needs, because reading specialists provide leadership and instructional expertise for the prevention and remediation of reading difficulties.

Reading First schools will commit to send their specialists to all SDE Grade Level Reading Academies, a five-day Coaching Institute, quarterly Calibration Visits, and specific program professional development seminars.

Reading First schools must identify potential candidates for the Coach position. Coaches will receive significant training and technical assistance to serve as instructional coaches, collaborative team builders, and data coordinators for the participating school. Coaches can be identified from outside the district’s current teaching rolls. Universities may be a source of potential candidates. All applicants must meet the following conditions:

- Current Idaho certification
- At least 3 years of teaching experience
- Have completed the Idaho Comprehensive Literacy Course or have knowledge to pass exam-demonstrating understanding of SBRR.
- Background in reading that is grounded on scientifically based reading research (endorsement preferred)

- Demonstrated interpersonal, communication, planning and team building skills
- Ability to model effectively in the classroom with range of students comparable to those in Reading First school
- Commitment to participate in all Reading First Professional Development
- Capacity to coordinate, manage and report data

Coaching Institutes

Development of the Coaching Institutes will be based on the work of the University of Texas Center for Language Arts and Reading. The state will arrange for in-depth and on-going professional development for the coaches through an initial five-day coaching institute and through monthly follow-up regional training sessions. Content of the five day coaching institute will include, but not be limited to:

- Implementing and Sustaining an Effective Scientifically based Reading Program
- Key Components of Reading Instruction
- What is Coaching?
- The Process of Coaching
- Professional Development
 1. Presentation of Theory
 2. Modeling and Demonstration
 3. Practice in Workshop Setting Under Simulated Conditions
 4. Structured Feedback
 5. Coaching for Classroom Application
- What is Scientifically Based?
- Instructional Tools
- School Support Systems
- Establishing Goals
- School Leadership
- Assessment of Needs
- Data Driven Decision Making
- Time
- Providing extra instruction for struggling students
- Effective Use of Grade Level Meetings
- Home-School Connection

Professional Development Providers for Reading Leadership Academies and Coaching Institutes

The State Department of Education will solicit applications from institutions of higher education, educational consultants and private educational foundations to become professional development providers of Reading Leadership Academies, Coaching

Institutes, or both. At a minimum the provider must provide evidence of successful implementation of scientifically based reading in at least two school districts either in or outside of Idaho with schools comparable to the lower performing high need schools. The provider must indicate past experiences in training principals to implement reading programs grounded on scientifically based reading research and/or training coaches to provide coaching on programs grounded on scientifically based reading research

They must demonstrate knowledge of the state reading assessment and standards for reading in grades K-3. They will also be asked to provide evidence of knowledge assessments identified by the Reading First Assessment Committee and program knowledge of materials that meet the criteria of scientifically based. Among the assurances that will be required from the provider is that the content must specify that participants only receive instruction in research that fits the criteria found in the National Reading Panel's report of scientific-based research. Professional development providers will be expected to provide not just a syllabus but specify the amount of time spent on each topic and demonstrate capacity to provide ongoing support to Reading First schools.

Due to the rural nature of Idaho, providers must also demonstrate knowledge and access to distance education. All institutions of higher education, as well as, fifteen local school districts across the state also have distance education labs. While the initial institute will be face-to-face the SDE does not want issues of distance or weather to prevent the provider's ability to provide ongoing support.

Providers may be approved that demonstrate capacity to provide one level of professional development but not both. Preference will be given to providers that demonstrate expertise in both areas.

Training in Specific Scientifically Based Curriculum

Reading First schools that choose to use funds for the purchase of scientifically based programs or materials must commit to purchasing professional development specific to that program for all staff that effect reading instruction in grades kindergarten through third prior to the implementation of the program in the classroom. This professional development will include initial and on-going training through the school year. The professional development must meet the standards of the NSDC, be program specific and include follow up on-site technical assistance after implementation. The State Department of Education will develop a list of professional providers who have demonstrated the capability to successfully train teaching staffs in comparable schools to the Idaho RF schools. Proposals need to indicate how the amount and quality of training is likely to produce desired gains in student achievement. Districts will be expected to make an initial two-year commitment for these services. After two years, schools that show the ability to implement without outside guidance will be able to utilize site based personnel.

Reading First schools in Idaho may need a substantial portion of their funding to go towards the purchase of scientifically based reading curriculum in the first year. The state

curriculum adoption process is quite rigorous but not all K-3 texts on the State Adoption List meet the definition of scientifically based. Reading First schools must show evidence of a commitment to providing sufficient training of instructional personnel if new curriculum and materials are part of their proposal. Schools that have already purchased a new scientifically based reading program, but have not provided in-depth training will also be expected to provide the in-depth professional development.

Building State Capacity to Support Professional Development for implementing programs grounded on Scientifically based reading research.

As mentioned earlier in the proposal, support for scientifically based reading research is strong in Idaho but personnel at the State Department of Education is limited. We recognize that for schools to implement significant changes that lead to sustainable reading achievement it will take ongoing technical assistance. During FY 2002-2003, training in how to coach will be provided to selected teaching personnel from Reading First eligible LEAs and schools that are already using reading programs grounded on scientifically based reading research. This coaching training will have multiple goals. First to support improved instruction in the schools already using programs grounded on scientifically based reading research by increasing their capacity to have effective coaches. Second it will begin developing capacity of coaching personnel who during the 2003-2004 school year can serve as school-based coaches. Third will be to work towards developing a cadre of state personnel who are experienced with coaching and who can serve as state based trainers able to help schools with all the planning and training needed to successfully implement programs grounded in scientifically based reading research. Initially, during the first two years of implementing new programs, the schools and districts may have to work with publishers and professional providers to bring in consultants. A much more frequent level of school visitation is possible when local personnel are utilized rather than personnel who must travel a significant distance. The State Department of Education will work with professional providers who demonstrate a record of effectiveness to increase their capacity to be a source of cost effective professional development for Idaho Schools. District and schools would contract with these entities for all aspects of planning and implementation.

State Level Professional Development Support for Reading First Schools

The Idaho State Department of Education will hire two people that are knowledgeable and experienced with both SBRR and teacher training to act as an ongoing providers of professional development. Their jobs will be to coordinate all Reading First Professional Development activities at a designated set of Reading First schools, including monthly training sessions for coaches, regular school visits during which they will work with teachers and coaches in the classroom, and monitoring school data. An additional staff person, the Reading First Project Director will coordinate all Reading First Professional Development Activities including: Coaching Institute, Reading Leadership Academy, Grade Level Academies, and Program Specific Training.

II. State Leadership and Management

Introduction

The management plan for Reading First in Idaho is designed to ensure that the State Department of Education can facilitate the technical support local districts will need to fully implement scientifically based reading instruction. Idaho is unique. It is the thirteenth largest state, covering 83,557 square miles, of which sixty-four percent is federally owned. According to the latest census data, Idaho has 1.2 million residents. Twenty-three of the forty-four counties, have eight or fewer people per square mile. Ninety percent of Idaho's 114 school districts provide education to fewer than 5,000 students. Half of all districts serve less than 1,000 students. Many areas within Idaho are considered "remote" rather than "rural."

Reading First funding will allow the State Department of Education to hire a Project Director, and two Reading First Professional Development Specialists who will be located in different geographical regions of the state.

Reading First Project Director

Reading First funding will allow the State Department of Education to hire a Project Director who is knowledgeable and experienced with SBRR to coordinate all Reading First activities. They will work with the state Reading Coordinator and will be responsible for facilitating technical assistance to Reading First schools. The project director will also coordinate Reading First activities with the Bureau of Special Education and Compensatory Education. The goal is to make scientifically based reading research the cornerstone of all professional development activities within the state. This person will be selected from among those educators in the state who have demonstrated knowledge of SBRR and have been successful in implementing scientifically based reading instruction on a district level.

A. State Technical Assistance Plan

Subgrant Workshops

Technical assistance to local districts will begin with the proposal process. After notification of funding, eligible districts will be invited to attend a two-day proposal preparation workshop. These workshops will include an introduction to scientifically based reading instruction and its five essential components. The workshop will also provide instruction in selecting a comprehensive reading program based on SBRR. (The workshop content will review the process developed at the joint meeting of the states described in the next section.) At that time local districts will be given the Criteria for Awarding Subgrants. The workshop will also present information on screening, diagnostic and classroom based instructional assessment, and the importance of frequent student assessment to successful reading instruction.

The Idaho SDE will provide on-going technical assistance in selecting programs and materials and assessments. In addition the Reading First Project Director, LEAs will have access to the State Reading Coordinator during the time when the application is being developed. The State Department of Education will host an additional two-day grant writers' workshop. Districts will have until February 28, 2003, to submit their plans. Notification of grant awards will be made by April 4, 2003.

Selecting Scientifically Based Reading Programs

The Idaho State Department of Education has contacted Jo Robinson, Director of Washington's REA and Reading First Programs and Katherine Mitchell, Director of the Alabama Reading Initiative in an effort to collaborate in the process of developing a short list of approved programs. Both states have expressed an interest in working with Idaho. The collaborative meeting is currently scheduled for the first week in December. The tri-state committee will use the "Textbook Evaluation and Adoption Practices" (Stein, Stuen, Carnine and Long, 2001), and the *Classification Process*, developed by the state of Washington, to evaluate the core components of reading instruction in their existing materials. Programs and materials will then be classified as comprehensive or supplemental.

In addition, through a grant from the Albertson Foundation, Dr. Marcy Stein, Development Team Leader for the Reading Programs Committee of the Secretary's Reading Academy has agreed to help the SDE review all reading programs K-8. "Textbook Evaluation and Adoption Practices" (Stein, Stuen, Carnine and Long, 2001), and the *Classification Process*, developed by the state of Washington, to evaluate the core components of reading instruction in their existing materials. Programs and materials will then be classified as comprehensive or supplemental.

Identifying Professional Development Providers

Part of the selection criteria for professional development providers will be their ability to provide technical assistance to local districts. The State Department of Education will solicit applications from institutions of higher education, educational consultants, private educational foundations, and publishers for LEAS in implementing their SBRR comprehensive reading program. At a minimum the provider must provide evidence of successful implementation of scientifically based reading in at least two school districts either in or outside of Idaho with schools comparable to the lower performing high need schools. The provider must indicate past experiences in training principals to implement reading programs grounded on scientifically based reading research and/or training coaches to provide coaching on programs grounded on scientifically based reading research

They must demonstrate knowledge of the state reading assessment and standards for reading in grades K-3. They will also be asked to provide evidence of knowledge assessments identified by the Reading First Assessment Committee and program

knowledge of materials that meet the criteria of scientifically based. Among the assurances that will be required from the provider is that the content must specify that participants only receive instruction in research that fits the criteria found in the National Reading Panel's report of scientific-based research. Professional development providers will be expected to provide not just a syllabus but specify the amount of time spent on each topic and demonstrate capacity to provide ongoing support to Reading First schools.

At this time Linda Diamond, Executive Vice President of CORE, and Deb Glaser, Director of Educational Programs, Lee David Pesky Center have expressed an interest in working with the State Department of Education to provide professional development and technical assistance to local districts within Idaho. Both providers have strong backgrounds in assisting schools with the implementation of scientifically based reading instruction. Information on CORE and the Pesky Center can be found in Appendix D.

The State Department of Education is in the process of contacting publishers regarding their capacity to provide program specific professional development to Reading First schools. Final agreements will be made subsequent to the development of a list of approved programs and LEA selection of reading programs.

Due to the rural nature of Idaho, special consideration will be given to providers who demonstrate knowledge and access to distance education. Thanks in part to generous donations from the Albertson Foundation, all institutions of higher education, as well as fifteen local school districts across the state have distance education labs. (All 31 school districts eligible for Reading First are within an area served by the state's video conferencing network.) While the initial institutes will be face-to-face, the SDE does not want issues of distance or weather to prevent the provider's ability to provide ongoing support.

Monitoring the Implementation of SBRR

The implementation of scientifically based reading programs in Reading First schools will be monitored by the Reading First Project Director and two Reading First Professional Development Specialists. Each school funded by Reading First will be visited several times a month. At each visit the data from progress monitoring assessments will be examined by a team of school personnel and a member of the Reading First Leadership Team.

Student reading achievement will be monitored three times a year (first, fifth and ninth month of school) using the Idaho Reading Indicator. The SDE has set up an online reporting system that allows principals to enter they data electronically. Reading First reports will be available by state, district, and school two weeks after the close of the testing window. On site monitoring will be the responsibility of the Reading First Project Director, and Professional Development Specialists. Monthly reports will be required from each funded school reporting on program specific assessment data. Schools will be required to indicate which children are and are not progressing at a rate to reach grade level performance criteria, and what is being done for those children who are not

progressing at the desired rate. In addition to visits from SDE personnel, each Reading First School will be part of the “Calibration Visits” planned for professional development of building principals and reading coaches. A professional development provider who has demonstrated expertise in implementing scientifically based reading instruction and a representative from the SDE will facilitate calibration visits.

The SDE will facilitate four “calibration visits” for district staff, elementary principals and reading coaches during academic year. The purpose of a calibration visit is to provide a deeper understanding of the implementation of SBRR at the classroom level. A calibration visit will begin with a review of SBRR, and a discussion of what should be seen in the classroom. Each participant will have an observation sheet to record instructional practices during the classroom visit. Visits to Reading First classrooms will be followed by a debriefing session. The debriefing session will allow participants to discuss what they observed and brainstorm possible next steps in terms of accelerating implementation. The calibration visit will also include time to discuss progress monitoring and share student reading achievement data.

Additional Technical Assistance Resources available to Reading First Schools

Idaho Reading First/TOBI Technical Advisors

The State Department of Education has entered into an agreement with the J.A. & Kathryn Albertson Foundation for supplementary technical assistance to be provided throughout the state on the implementation of scientifically based reading programs. The State Department of Education will partner with the Albertson Foundation as they launch their reading initiative (The Open Book Initiative/TOBI) designed to bring scientifically based reading instruction to students in grades K-8. As stated in the executive summary of the Open Book Initiative:

“The Open Book Initiative will align with No Child Left Behind (Federal ESEA), Idaho Reading First and Early Reading First, Idaho Most and Idaho Standards. The Open Book Initiative is an intentional effort to provide the opportunity, accountability, and incentives to maximize the reading achievement of Idaho’s children.”

The foundation’s initial focus will be on southeastern Idaho (regions V and VI), which is where there is the largest concentration of Reading First Schools. The Albertson Foundation’s board has approved a \$32 million to fund the successful implementation of SBRR in grades K-8 throughout the state of Idaho.

- During the pilot year (2002 – 2003), the Albertson Foundation will fund 15 grant proposals from 15 LEAs. These grants will support the creation of a district level reading expert, professional for teachers and principals and to a limited extent purchase of SBRR curriculum and materials.

The State Superintendent of Public Instruction, a deputy superintendent and the state’s reading coordinator are all members of the Albertson Foundation’s design team. The

Albertson Foundation is committed to working closely with the State Department of Education. The State Reading Coordinator will be part of the interview committee for any and all staff hired to support the Open Book Initiative.

Albertson's Reading Fellows

The Albertson Foundation will be recruiting district personnel to serve in the capacity of Reading Fellows. Fellows will be recruited from candidates attending the SDE sponsored Coaching Institutes. The Foundation will buy out their contract from LEAs for the period of 18 months, during which time they will be able to offer technical assistance, ongoing professional development and monitor implementation of SBRR programs in their local district. The information gained from the Albertson Reading Fellows will be shared with the Reading First Project Director.

One of the Albertson Foundation's major goals is build a large cadre of reading leaders capable of assisting districts and schools in successfully implementing SBRR programs.

B. Building State Infrastructure

Reading First Management Team

Superintendent of Public Instruction

Idaho is truly fortunate to have a chief state school officer who is knowledgeable in the implementation of scientifically based reading instruction. Dr. Marilyn Howard is Idaho's 23rd state superintendent of public instruction. She also serves as a member of the State Board of Education and on the State Land Board. Dr. Howard, is a member of the Council of Chief State School Officers, a director of the Northwest Regional Laboratory and an ECS commissioner. She has taught elementary and secondary schools, was appointed principal and then became supervisor of a developmental preschool. Dr. Howard has served as state coordinator and state president of the International Reading Association, as well as a member of the association's National Research and Studies Committee. She has also served on and led accreditation teams evaluating teacher education programs in Idaho. Howard's research and publications have focused on techniques to help all students read with ease and to understand what they read. She is a trained Lindamood-Bell therapist and did her doctoral dissertation on phonemic awareness training and subsequent reading achievement. In April 2000, she was named Outstanding Educator of the Year, by the Idaho State University chapter of Kappa Delta Pi, the international education honor society, and the ISU College of Education. Dr. Howard has been the driving force behind the success of the Idaho Reading Initiative

Reading Coordinator

In addition to the Reading First Project Director, the State Reading Coordinator, Marybeth Flachbart, will be responsible for the successful implementation of

scientifically based reading instruction in all Idaho schools. Marybeth has the unique experience of teaching in Connecticut, New Jersey, and Texas before coming to Idaho. She was the chief architect of the Grade Level Reading Academies, which were based on her knowledge of the successful implementation of the model with K-3 teachers in Texas. Marybeth joined the State Department of Education last year, after being part of the Elementary Education faculty at Boise State University. At BSU, she taught both undergraduate and graduate sections of the state-mandated Idaho Comprehensive Literacy Course. Prior to moving to Idaho in the summer of 2000, she was part of the teaching staff at the Neuhaus Education Center in Houston, Texas. Neuhaus is a not-for-profit educational foundation dedicated to teaching basic language skills. She has ten years of teaching experience in the Houston Independent School District, where she served as a Reading Specialist and special educator. She served under Phyllis Hunter and was part of team of reading teacher trainers used by the Houston Independent School District to improve the knowledge base of K-12 teachers in scientifically based reading instruction. She has a master's degree in special education from Fairfield University. She is certified as a dyslexia specialist as well as a Certified Academic Language Therapist. (Resume is included in Appendix C). Marybeth is also a member of the Governor's Council for Children and Families.

Reading First Project Director

The Idaho State Department of Education will hire a person who is knowledgeable and experienced with SBRR to coordinate all Reading First activities. This person will work with the state Reading Coordinator and will be responsible for facilitating technical assistance to Reading First schools. The project director will also coordinate Reading First activities with the Bureau of Special Education and Compensatory Education. The goal is to make scientifically based reading research the cornerstone of all professional development activities within the state. This person will be selected from among those educators in the state who have demonstrated knowledge of SBRR and have been successful in implementing scientifically based reading instruction on a district level.

Reading First Professional Development Specialists

The Idaho State Department of Education will hire two people who are knowledgeable and experienced with both SBRR and teacher training to act as an ongoing providers of professional development. Their job will be to coordinate all Reading First Professional Development activities in Reading First schools. They will be responsible monthly training sessions for Reading Coaches, working with school personnel on the implementation of SBRR and monitoring and reporting student achievement data.

Additional SDE Staff

Recognizing the need and the urgency to see that all children in Idaho read on grade level, the Bureau of Special Education has recently hired Dr. Mary Bostick to serve in the capacity of Early Childhood Reading Specialist. Dr. Bostick will work closely with both

Ms. Flachbart and the Reading First project director to align special education practices with the goals of Reading First and the Idaho State Reading Initiative. Dr. Bostick will be part of the Idaho team attending the University of Texas Center for Language Arts and Reading training sessions this fall.

Public/Private Collaboration to Effect Reading Instruction Statewide

The SDE and the J.A. & Kathryn Albertson Foundation have truly developed a collaborative model to improve student reading performance throughout the state by using SBRR. Great emphasis has been placed on aligning TOBI with the goals of Reading First. Over the next six years the Albertson Foundation will be funding the implementation of SBRR throughout the state in grades K-8.

Dr. Marilyn Howard
Superintendent of Public Instruction

Marybeth Flachbart
Idaho State Department of Education
Reading Coordinator
Idaho Reading Initiative/Idaho Reading

Project Director Idaho Reading First

Reading First Professional
Development Specialist

Technical Advisors
Idaho Reading
First/TOBI

Technical Advisors
Idaho Reading
First/TOBI

Reading Fellow
RF/TOBI

Reading Fellow
RF/TOBI

Reading Fellow
RF/TOBI

Reading Fellow
RF/TOBI

State Leadership Team

All Reading First activities will be guided by the State Superintendent of Public Instruction, Dr. Marilyn Howard. Dr. Howard is joined by both Governor Dirk Kempthorne and First Lady Patricia Kempthorne in supporting the implementation of scientifically based reading instruction throughout the state. The members of the Reading First Leadership Team were selected jointly by Governor Kempthorne and Dr. Howard. The list includes some of the most powerful policy makers in the state.

Members of the Reading First Leadership Team

Governor of the State	The Honorable Dirk Kempthorne Office of the Governor P.O. Box 83720 Boise, ID 83720-0034
The Chief State School Officer	Dr. Marilyn Howard State Superintendent of Public Instruction State Department of Education P.O. Box 83720 Boise, ID 83720-0034
Chairman and ranking member State Senate Education Committee	Sen. Gary J. Schroeder 1289 Highland Moscow, ID 83843
Chairman and ranking member Of the House Education Committee	Representative Fred Tilman Chairman, House Education Committee 11457 Alejandro Boise, ID 83709
A representative of at least one LEA that is eligible to receive a Reading First Grant	Jesus de Leon Director of Federal Programs Caldwell School District 1101 Cleveland Blvd. Caldwell, ID 83605
Representative, of a community based organization working with children to improve reading skills	Hildy Ayre, Director Lee Pesky Learning Center 345 Bobwhite Ct. Boise, ID 83709
State Director of appropriate Federal Programs that have	Rosemary Ardinger Supervisor, Compensatory Education

a strong reading component

State Department of Education

Parent of private school student

Jill Reardon
1218 Hearthstone
Boise, ID 83702

Special Education Teacher
who successfully teaches
reading

Victoria Ingram
McGhee Elementary School

A Family Literacy Provider

Bobby Ahrens, Director
Idaho Head Start Association
200 N. 4th Street
Boise, ID 83702

Representative from Higher
Education

Dr. Francis X. Gallant
University of Idaho, Boise Center
800 Park Blvd. Suite 200
Boise, ID 83712-7742

Adult Education Provider

Jane Brumbach
College of Southern Idaho
Adult Basic Education Director
Pocatello, ID 83201

C. State Management Plan

Sufficient and Qualified Staff to Support LEAs and Schools

The SDE is committed to having a coordinated focused reading initiative throughout the state. The State Reading Coordinator, will work with the three Reading First staff members, the design team for the Albertson Foundation's TOBI, as well as the departments of Compensatory Education and Special Education to ensure the implementation of SBRR in all programs and to ensure that there is a coordinated use of resources.

The Reading First Project Director and two Reading First Professional Development Specialists will have specific responsibilities for the LEAs and funded schools. Candidates will be selected based on their knowledge and successful implementation of SBRR comprehensive reading programs. Their primary focus will be on the successful implementation of SBRR in funded schools.

Sufficient Allocation of Resources

The Idaho State Department of Education goal for Reading First is to reach the maximum number of students without sacrificing quality. Providing sufficient funding to truly improve the reading performance in rural areas of the state presents a unique challenge. Many areas within Idaho are considered "remote" rather than "rural." Of the 31 districts eligible for funding the majority are in remote sections of the state. There is also a tremendous range in student population. For example, Nampa school district serves 4,000 K-3 students; West Jefferson serves less than 100. Providing adequate funding for both extremes presents a challenge to the State Department of Education.

The State Department of Education believes that we can adequately fund and support 20-25 schools during the first cohort. SDE will use a formula of \$300 to \$350 per student. Due to the disparity in the size of student populations districts with K-3 populations of under 500, could apply for a maximum of \$150,000. Districts with populations between 500 to 1,000 could apply for a maximum of \$250,000 and districts with populations greater than 1,000 could apply for a maximum of \$350,000. All districts will receive full funding during the first year of Reading First. They will receive 80 percent funding the second year and 50 percent the third. Districts will only continue to receive funding beyond three years, if they are applying for additional schools that were not identified in the first grant process.

As funding decreases to the first grant recipients, it will allow the SDE to fund additional eligible LEAs and/or additional schools within an LEA. Idaho is unique in that teacher turnover is relatively low within the state, which allows for the possibility of substantial gains in teacher competence. It is very possible to produce significant gains in reading performance within three years. This belief is supported by the progress that state has made in reading in just two years with the state initiative.

The award process is competitive, however only projects that demonstrate evidence that SBRR reading programs will be well implemented will be approved. Moreover, the SDE is committed to discontinue funding to any LEA who has not made adequately yearly progress within the first two years of funding. In addition to the IRI, districts that are failing to make progress after the first year will be required to institute another measure of student progress monitoring and report those results monthly to the Reading First Project Director. Unless the results improve in year two, the LEA will not be funded in year three.

Districts may use Reading First funds for approved professional development of K-3 teachers and administrators, to purchase a comprehensive scientifically based reading program, for assessment materials, additional instructional materials designed for intervention/supplementation of the core reading program and to fund the position of reading coach. If the district is currently using another funding source to pay for a reading specialist (Title1, district funds, state reading initiative allocation) they may use those funds for another identified area of need, that is supported by scientifically based reading research. Any expenditures beyond this specific criteria must be approved by the Reading First Project Director.

Allocation of Resources**Reading First Budget for Fiscal Year 2002-2003****State Award****\$3,392,098****Funding for Subgrants****\$2,713,678**

Technical Assistance		\$169,604
Reading First Project Director	\$55,000 salary \$13,750 fringe benefits Travel in and out of state \$8,000 Equipment \$7,000 Office Facilities (rent, telephone, postage) \$6,000 Training materials/supplies/copying \$6,000	\$97,750
Administrative Assistant	\$25,000 salary \$6,250 fringe benefits Computer \$3,000, Stationary/ office supplies/printing	\$36,750
Statewide Subgrant Writers Workshops	Preparation, printing of RFP, Location, meals, audio/visual Travel Expenses for SDE Personnel Consulting costs for preparation of RFP	\$27,500
Subgrant Evaluation	Consultant fees and travel expenses	\$7,604
Technical Assistance Subtotal		\$169,604
Professional Development		
Professional Development Specialists	\$50,000 x 2 salary Fringe benefits \$12,000 x 2 Travel in and out of state \$8,000 x 2 Equipment \$7,000 x 2 Office Facilities (rent, telephone, postage) \$6,000	\$178,000

	x 2 Training materials/supplies/copying \$6,000 x 2	
Leadership Academies for Reading First Administrators	\$22,700 includes national educational consultant fees, materials,etc. for approximately 50 administrators	\$22,700
Coaching Institute for Reading Specialist	\$50,000 includes national educational consultants and materials for approximately 75 coaches	\$50,000
Ongoing Professional Development for Coaches and Administrators	\$50,000 includes fees and travel expenses for national educational consultant, materials.	\$50,000
First Grade Academy Follow Up	Development of Materials, Printing Costs, Regional Location food and beverage expenses	\$50,272
Second Grade Academies	Development of Materials/Printing Costs/ Regional Location food and beverage expenses for approximately 800	\$85,000
SBRR Higher Education Survey		\$5,000
Professional Development Subtotal		\$440,972
Administration/Data Collection		
Program Evaluation	Consulting fees, travel expenses,data collection, report preparation, for Texas Institute for Measurement Evaluation and Statistics	\$67,841
Administration/Data Collection		\$67,841

Timeline for Implementation of Idaho Reading First

Month	Activity	Person(s) Responsible	Benchmark
October 2002	Use “ <i>Put Reading First</i> ” as the primary text for School Improvement Institutes	Reading Coordinator	Completion of SIP RF training
	Prepare training materials for Reading First proposal preparation workshops	Reading Coordinator	Distribution of materials at Subgrant Workshop
	Review application guidelines presented in proposal and prepare them to be sent to Reading First eligible districts	Reading Coordinator	Applications sent to eligible LEAs
	Identify assessment plan for Idaho Reading First (TPRI/ITBS/CBM Oral Fluency)	Supt of Public Instruction/Reading Coordinator	RF Assessment Plan established
	First meeting of state leadership team	Supt of Public Instruction	Established schedule of monthly meeting for all program directors
November 2002	Hire Reading First Project Director and two Professional Development Specialists	Supt of Public Instruction/Reading Coordinator	RF team in place
	Orientation session for LEA Superintendents	Reading Coordinator	Completion of Orientation
	Review disaggregated IRI data from eligible LEAs	Reading Coordinator	Data Analysis prepared and shared with reading leadership team
	Release RF request for proposals to eligible LEAs	Supt of Public Instruction	RF requests sent
	Idaho State Achievement Test Planning Session	Language Arts Specialist/Reading Coordinator	Pilot of ISAT completed

	Item Writing/Item Selection		
	Monthly State Leadership Team Meeting	Supt of Public Instruction	
December 2002	Conduct evaluation of comprehensive reading programs	RF staff and national experts	Creation of approved list of programs
	Establish "approved" list of comprehensive programs	RF staff and SDE Management Team	Creation of approved list of programs
	Professional development team second grade academy meeting	RF staff/Reading Coordinator/Special Education Coordinator/Title 1 Coordinator	90% of all second grade educators trained by summer 2003
	Arrange for outside reviews of LEA proposals (3 reviewers – 10 each)	Supt of Public Instruction	Selection of 3 reviewers
January 2003	Hold 2 day proposal preparation workshop for all eligible LEAs	RF Staff	Workshop completed
	Distribute list of "approved" comprehensive reading programs and approved list of supplemental programs	RF staff	Part of materials sent to eligible LEAs
	Provide technical assistance to individual LEAs	RF staff and Albertson Foundation Technical Assistance Personnel	TA reports to RF project director
	Administer winter Idaho Reading Indicator	Reading Coordinator	Data analysis completed by March 1
	Monthly Reading Leadership Team Meeting	Supt of Public Instruction	
	Prepare Idaho Reading First presentation for state senate/house education committees	Reading First Project Director	Presentation completed by January 2003
February 2003	TPRI Training for Reading First Staff/Albertson Technical Assistance	Reading Coordinator	100% of reading leadership team trained

	Personnel		
	Planning session with Texas Institute for Measurement, Evaluation and Statistics	RF Project Director	Evaluation plan in place
	Conduct second proposal preparation workshop	RF Staff	Workshop completed
	Prepare 8 state trainers to begin preparation for summer 2003 academies	RF Professional Development Specialists	8 master trainers prepared by April 2003
	Select professional development providers for Coaching Institute and Instructional Leadership Academies	Supt of Public Instruction/RF Project Director/Reading Coordinator	Selection of professional development provider
	Monthly Reading Leadership Team Meeting	RF Project Director	
	Receive LEA proposals due February 28	RF Staff	Receipt of proposals
March 2003	Evaluate LEA proposals	National Consultants	Evaluation reports prepared
	Review evaluation of outside consultants and select X number of awards	State Leadership Team	Evaluation completed by SDE staff
	Make LEA site visits and discuss terms of award	RF Staff	All LEA subgrant locations visited
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
April 2003	Announce LEA awards	Supt of Public Instruction	Publish list
	Administer IRI to all K-3 students	Reading Coordinator	Data reported to SDE by June 2003
	Pilot Idaho State Achievement Test (ISAT) Grades 2 and 3	State Testing Director/Language Arts Specialist/Reading Specialist	Pilot completed by June 2003
	Albertson Foundation announce LEA awards	Albertson Foundation Design Team	List of Reading Fellows

	Identify Reading Fellows for 2003-2004		received by SDE, spring 2003
	Begin regional second grade academies (Southwestern/Eastern Idaho)	Train 20% of Second Grade Educators (including Special Education and Title 1) RF Professional Development Specialist Professional Development Team	20% of second grade teachers trained
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
May 2003	Hold regional second grade academies (Northern Idaho/Southeastern Idaho)	Train 20% of Second Grade Educators (including Special Education and Title 1) RF Professional Development Specialist Professional Development Team	20% of second grade teachers trained
	Finalize plans for Coaching Institute and Instructional Leadership Academies for RF Schools	RF Staff/Professional Development Provider	Provider selected materials prepared
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
June 2003	Hold regional second grade academies (Central Idaho/Southwestern Idaho)	Train 20% of Second Grade Educators (including Special Education and Title 1) RF Professional Development Specialist Professional Development Team	20% of second grade teachers trained
	Begin second session of first grade academy "Focus on Fluency"	Train 40% of all first grade educators (including special education and Title 1 educators) Reading Coordinator/Language Arts Specialist	40% of first grade teachers attend second session of academy
	Monthly Reading Leadership Team	Supt of Public Instruction	

	Meeting		
July 2003	Analyze IRI results for 2002-2003	Reading Coordinator	
	Hold regional second grade academies (Southwestern Idaho/Central Idaho)	Train 20% of Second Grade Educators (including Special Education and Title 1) RF Professional Development Specialist Professional Development Team	20% of second grade teachers trained
	Second session of first grade academy "Focus on Fluency"	Train 40% of all first grade educators (including special education and Title 1 educators) Reading Coordinator/Language Arts Specialist	40% of first grade teachers attend second session of academy
	Coaching Institute for Reading First Schools (Participation is mandatory for all funded schools)	RF Professional Development Specialists National Experts	Completion of Coaching Institute
	Instructional Leadership Academy (Participation is mandatory for all funded LEAs)	RF Professional Development Specialists National Experts	Completion of Leadership Academy
	TPRI and CBM Oral Fluency Training for Reading Coaches and Albertson Reading Fellows	RF Professional Development Specialists	100% participation by Reading Coaches and Albertson Reading Fellows
	Monthly Reading Leadership Team Meeting	Supt of Public Instruction	
August 2003	Hold regional second grade academies	Train balance of Second Grade Educators (including Special Education and Title 1) RF Professional Development Specialist Professional Development Team	Training of 90% of all second grade educators
	Second session of first	Train balance of first	Train 90% of

	grade academy “Focus on Fluency”	grade educators (including special education and Title 1 educators) Reading Coordinator/Language Arts Specialist	all first grade teachers
	Comprehensive Reading Program training for Reading First Schools (Mandatory participation for all K-3 educators and administrators)	Approved professional development provider RF Professional Development Specialists	100% participation by LEAs who used RF money to purchase reading program
	TPRI/CBM Oral Fluency Training for Reading First Schools	LEA Reading Coaches Albertson Reading Fellows RF Professional Development Specialists	100% training of all RF teachers in funded schools
	First Monthly Reading Coach Meeting	RF Professional Development Specialists	Regular schedule of meetings established
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
September 2003	Administer IRI to all K-3 Students statewide	Reading Coordinator	Data Reported to SDE
	Administer TPRI to students in RF schools grades K-2	RF staff and Reading Coaches, RF teachers	Data reported to SDE
	Administer CBM Oral Fluency to third grade students	RF staff and Reading Coaches, RF teachers	Data reported to SDE
	Reading Coach Monthly Meeting (focus on using data warehouse - technical assistance)	RF Professional Development Specialists	
	Monthly Reading Cabinet Meeting	Supt of Public Instruction	
October 2003	Collect IRI data	Reading Coordinator	Data analyzed by SDE
	Collect TPRI/CBM Oral Fluency data	RF Project Director	Data analyzed by SDE
	Reading Coach Monthly Meeting (focus on using data warehouse to	RF Professional Development Specialists	100% of RF coaches report knowledge of

	inform instruction)		data warehouse system
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
	First Calibration Visit	RF Project Director and National Consultant	Evaluations reported to RF project director
November 2003	TIMES to do baseline data analysis	TIMES/RF Project Director	Report to SDE
	Provide implementation technical assistance	RF staff	TA reports filed with Project Director
	Prepare state trainers for implementation of third grade academies and second session of second grade academies	Professional Development Team	8 master trainers prepared for implementation of academies
	Reading Coach Monthly Meeting (focus on implementation of SBRR comprehensive reading program)	RF Professional Development Specialists	Intervention plans implemented Data analysis filed with project director
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
December 2003	Provide implementation technical assistance	RF staff	TA reports filed with Project Director
	Second Calibration Visit	RF Project director/National Expert	Evaluations reported to RF project director
	Reading Coach Monthly Meeting (focus on immediate intervention)	RF Professional Development Specialists	
January 2004	Administer IRI to all K-3 students statewide	Reading Coordinator	Data reported to SDE
	Administer TPRI/CBM Oral Fluency instruments to RF students	RF teachers with assistance from RF staff, Albertson Reading Fellows	Data reported to RF Project Director
	Provide implementation technical assistance	RF staff	TA reports filed with Project Director

	Reading Coach Monthly Meeting (focus administration of ITBS for outcome data)	RF Professional Development Specialists	100% of Reading Coaches report knowledge of ITBS administration
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
February 2004	Collect IRI data	Reading Coordinator	Data reported to SDE
	Collect TPRI/CBM Oral Fluency Data	RF Project Director	Data reported to RF Project Director
	Receive Cohort B proposals	RF staff	Receipt of proposals
	Reading Coach Monthly Meeting	RF Professional Development Specialists	
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
March 2004	Evaluate LEA proposals	National Consultants	Evaluation received
	Review evaluation of outside consultants and select X number of awards	State Leadership Team	Evaluations received and X number of LEAs selection for site visits
	Make LEA site visits and discuss terms of award	RF Staff	All subgrant sites visited
	Reading Coach Monthly Meeting (focus on analysis of implementation-improving results)	RF Professional Development Specialists	Plans submitted to RF professional development specialists
	Third Calibration Visit	RF Project Director and National Consultant	Evaluations filed with RF project director
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
	Finalize statewide professional development plans for	Professional Development Team	Schedule published and distributed to

	summer 2004		all LEAs
April 2004	Announce Cohort B awards	Supt of Public Instruction	Publish list
	Administer IRI all K-3 students	Reading Coordinator	Data reported to SDE
	Administer ITBS to all K-3 students in RF schools	RF teachers with support from RF staff	Data reported to SDE
	Hold third grade reading academies (Southwestern Idaho/Southeastern Idaho)	Train 20% of state's third grade educators (including special education and Title 1) Professional Development Team	Participation by 20% of third grade educators
	Reading Coach Monthly Meeting	RF Professional Development Specialists	
May 2004	Hold third grade reading academies (Eastern Idaho/Central Idaho)	Train 20% of state's third grade educators (including special education and Title 1) Professional Development Team	Participation by 20% of third grade educators
	Fourth Calibration Visit	RF Project Director and National Consultant	Evaluations submitted to RF project director
	Reading Coach Monthly Meeting (focus on results of the first year)	RF Professional Development Specialists	Reports submitted to RF professional development specialists
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
June 2004	Hold third grade reading academies (Southwestern Idaho/Southeastern Idaho)	Train 20% of state's third grade educators (including special education and Title 1) Professional Development Team	Participation by 20% of third grade educators
	Monthly Reading Leadership Meeting	Supt of Public Instruction	
	Reading Coach Monthly Meeting (focus on	RF Professional Development Specialists	

	improving results, sustainability)		
July 2004	Coaching Institute for Reading First Schools – Cohort B (Participation is mandatory for all funded schools)	RF Professional Development Specialists National Experts	100% participation by all RF funded schools
	Instructional Leadership Academy – Cohort B (Participation is mandatory for all funded LEAs)	RF Professional Development Specialists National Experts	100% participation by all RF funded schools
	Hold third grade reading academies (Southwestern Idaho/Southeastern Idaho)	Train 20% of state's third grade educators (including special education and Title 1) Professional Development Team	Participation by 20% of third grade educators
	Comprehensive Reading Program training for Reading First Schools Cohort B (Mandatory participation for all K-3 educators and administrators)	Approved professional development provider RF Professional Development Specialists	100% participation by all RF funded schools purchasing reading programs
	Analyze assessment data for RF schools	Reading First Project Director	Data reported to reading leadership team, Supt of Public Instruction, TIMES
	Analyze RF schools vs. state achievement	TIMES/SDE Management Team	TIMES report
	Evaluate implementation and seek expert advice from national experts in terms of next steps	Reading Leadership Team	Plan modification, if necessary

Promote Coordination of State Literacy Programs

The SDE is committed to having a coordinated focused reading initiative throughout the state. The State Reading Coordinator, will work with the three Reading First staff members, the design team for the Albertson Foundation's TOBI, as well as the departments of Compensatory Education and Special Education to ensure the implementation of SBRR in all programs and to ensure that there is a coordinated use of resources.

The State Superintendent of Public Instruction will implement monthly meetings for all departments involved in reading instruction, including: the Compensatory Education, Special Education, Curriculum and Accountability, Early Childhood, Family Literacy Migrant, LEP, Testing and Assessments. The goal of the monthly meetings to align all programs with the principles set forth in Reading First and the NCLB legislation.

III. State Reporting and Evaluation

The goal of the Reading First legislation is to improve the reading achievement of students most at risk for failure. The goal of the Idaho State Department of Education is to have 85% of our third grade students on or above grade level by 2006, and every child on grade level by 2012. Student achievement is the cornerstone of how we will evaluate state and local district performance in implementing scientifically based reading research.

III. Evaluation Strategies

Measure of Reading Achievement /The Idaho Reading Indicator

In 1999, the Idaho State Legislature passed legislation requiring the development of an assessment that schools would be required to use to assess specific reading skills of all kindergarten through third grade students at least twice yearly. The law incorporates grade-level standards established in the State Board of Education approved Idaho Comprehensive Literacy Plan.

In response to the legislative mandate, the Idaho State Department of Education created a set of assessment tools -- the Idaho Reading Indicator (IRI) tests -- to assess reading readiness and phonological awareness of kindergarten students and phonological awareness, decoding and fluency of students in grades 1-3. Comprehension questions are included for one, two and three. The IRI tests are administered by adults (other than the student's teachers) who have received training in administering the tests. Each assessment is given individually and takes approximately 10 minutes. Test items are presented orally, requiring the student to provide a verbal response (e.g. reading letters, syllables, words, sentences, or passages; or answering comprehension questions) in most instances.

When the law took effect in July of 1999, no commercially prepared or locally developed assessment met the specific statutory requirements. Therefore, a new test unique to Idaho, the Idaho Reading Indicator (IRI), was created. The State Department of Education contacted the Waterford Institute and used their Reading Inventory as the basis for the test design. Marilyn Adams and Phil Gough wrote the original Waterford Reading Inventory. Waterford's assessment was written in 1997, and then subsequently field-tested in New York, New Jersey, Texas, Utah and Idaho. The content of the IRI is the result of a combination of research completed by the Waterford Institute, the State Department of Education staff, comments from educators across Idaho, and the most current research available as of spring 2000. The State Department of Education also sought the expertise of both Joe Torgesen and Louisa Moats prior to piloting the assessment. The final product was Idaho's first standards-based reading assessment, the Idaho Reading Indicator. (A more thorough description of the research base of the IRI is included in Appendix F, NWREL's report is Appendix G, and Dr. Gallant's report is Appendix H)

The Idaho Reading Indicator is administered in the fall, winter and spring. Because of the three administrations the IRI is used as a screening, progress monitoring, and outcome instrument. To establish grade-level expectations, State Department staff incorporated current reading research, random sample analysis of raw IRI scores, professional expertise and the state's standards as outlined in the Comprehensive Literacy Plan.

Validity of the Idaho Reading Indicator

The 1999-2000 academic year served as the pilot year for the assessment. To help establish the reliability and validity of the new assessment, the State Department of Education collaborated with the Northwest Regional Educational Laboratory in Portland, Oregon (The study is included as Appendix F). The study was focused on the psychometric characteristics of the IRI, including reliability and validity. Specifically the internal consistency as well as test-retest reliability of the IRI tests was assessed. For all grade levels included in the study the IRI tests as a whole were shown to have high test-retest reliability, with coefficients ranging from .88 to .94.

The Northwest Regional Educational Laboratory used teachers rating of reading proficiency as an external measure of test validity. The correlations for grade one through three are statistically significant and substantial. The State Department of Education wanted information on the validity of the IRI as measured with a nationally recognized test. On the advice of Dr. David Francis, the SDE contracted Dr. Frank Gallant from the University of Idaho to complete a study comparing IRI scores and ITBS scores. The following is an excerpt from Dr. Gallant's report.

“The IRI has received widespread acceptance from all stakeholders including, educators, parents, and political leaders. Most Idahoans view it as a good measure of Idaho students' reading progress. Consequently the IRI is a success story in Idaho education. Questions remain, however, “How valid are the scores?” “Do they actually provide an indication of Idaho students' reading capabilities?” The following study is designed to answer those questions.

A validation of this nature consists of correlating the scores from the IRI to the scores of a previously validated instrument. Most third grade students in Idaho take the Iowa Test of Basic Skills ITBS, which has national norms and can be used to validate the IRI. However, validating the IRI for kindergarteners, first, and second graders is problematic due to the fact that there are no consistent standardized tests given across the state to these students. Conversely, most third graders in Idaho have taken the fall version of the ITBS, and it is these scores that can be correlated with the fall version of the IRI. Ideally in the future a more comprehensive sample can be obtained, and a validity statement with higher and broader statistical assurances can be made.

Methodology & Analysis

The researchers determined that in order to validate the IRI, they needed to assess the degree to which it is consistent with the total reading national percentile score on the ITBS. This consistency is measured by a validity coefficient resulting from obtaining a measure of the concurrent criterion validity between the two instruments. In this respect, the research question was, “Is the fall version of the IRI consistent with national percentile scores on the fall version of the ITBS such that students who score lower on the ITBS score a 1 on the IRI, students who score slightly below average on the ITBS score a 2 on the IRI, and those students scoring average and above on the ITBS score a 3 on the IRI?” The validity coefficient has a range of -1 to $+1$, however the researchers were expecting to obtain a value equal to or greater than $.2$ which would indicate a minimally acceptable to a highly acceptable level of consistency. Consequently, the null hypothesis is, “The validity coefficient for the IRI and the ITBS is equal to or greater than $.2$.”

The researchers wanted to have a high level of confidence in their results, thus they chose a sample size of 250 subjects to ensure sufficient precision in estimating the relation between the IRI and ITBS (Cohen, 1988). Ultimately, the sample size of usable data in this analysis was 238 by taking a stratified random sample from the Meridian and Boise districts. A stratified sample is used to insure that the sample reflects the overall composition of the student populations in the districts. The strata within the sample are gender and race, and the sample consisted of 127 males and 111 females for a total of 238 third grade students:

Gender	Frequency	Percentages
Male	127	53.4%
Female	111	46.6%
Total	238	100 %

Table 1
Gender

The racial composition of the sample also was stratified proportionately:

Race	Frequency	Percent
Caucasian	214	89.9
Black	3	1.3
Hispanic	12	5.0
Alaskan or Native American	1	.4
Asian or Pacific Islander	8	3.4
Total	238	100.0

Table 2
Racial Composition

After the sample was obtained, the subject-student IRI results were as follows:

IRI	Frequency	Percent
1	28	11.8
2	66	27.7
3	144	60.5
Total	238	100.0

Table 3
IRI Categorical Results

	Mean	Std. Deviation	N
IRI LEVEL	2.49	.698	238
READING	60.29	29.200	238

Table 4
Sample Average Scores

The average IRI score in the sample was 2.49 and the average reading score was 60.29 (National Percentile). The sample data reflect that there were 28 students who scored a 1 on the IRI, 66 who scored a 2, and 144 who scored a 3.

The most common correlation coefficient is Pearson's Product Moment Correlation, however one of the criteria for use of this statistic is that both measures (IRI and ITBS) be continuous scaled data. The IRI measure violates this assumption; but for practical purposes, many researchers would use Pearson's correlation. In the interest of specificity, a nonparametric correlation coefficient that fits the context of this data is used: Spearman's rho.

	IRI LEVEL	READING
IRI LEVEL	1.000	.644
READING NP	.644	1.000
N	238	238

Correlation is significant at the .01 level (2-tailed).

Table 5
Spearman's Rho Correlation Coefficient

The correlation between the IRI and the ITBS reading score was highly significant ($p < .01$) with a Spearman's rho of $\rho = .644$. That is, the validity coefficient of .644 indicates that the IRI is a consistent measure with the ITBS reading. This effect is stronger than the researchers had anticipated. In addition to the statistical significance of the validity coefficient, the practical significance also should be considered. A reasonable practical significance provides evidence that the sample data reflect the population itself. One technique used to gauge practical significance is to square the validity coefficient. This value is .41 and indicates a high level of practical significance in addition to the statistical significance. These results lend a high level of credibility to the use of the IRI as an indicator of reading competency in Idaho children.

Limitations of the Study

The limitations of this study are that it is validated only for third graders and only for the fall version of the IRI. Most districts give the ITBS in the fall and the IRI also is given in the fall. These scores were correlated. Validating the IRI for kindergarten through second grade will require a purposeful design to encompass

these grade levels, potentially for all three administrations of the IRI: fall, winter, and spring. However for the present time the researchers are willing to accept the fact that this validation for third graders with the fall version of the IRI provides an accurate picture of the IRI's validity for Idaho students.

IRI Research Bibliography

A detailed explanation and a list of research cited in the creation of the Idaho Reading Indicator can be found in Appendix D.

Additional State Assessments

Beginning this fall a new state assessment, mandated by the State Board of Education will be given for the first time to children in grades two and three. The new test, the Idaho State Achievement Test (ISAT) will be given in the fall and spring. This will be the pilot year of the assessment. The goal of the instrument is to measure student growth in meeting or exceeding state standards in reading, language arts and math. The tests are being created by Northwest Evaluation Associates with input from the content specialists at the State Department of Education as well as Idaho educators. The ISAT plan has been approved by the U.S. Department of Education as part of Idaho's Title 1 Compliance Agreement and will be used to measure adequately yearly progress. The ISAT includes a more in depth measure of student's vocabulary and reading comprehension performance. The areas of reading assessed for grades two and three match the state standards and include:

ISAT Goal Structure Reading Second and Third Grade

Word Analysis

Phonological Awareness:

- Identify Rhyme
- Recognize Syllables
- Identify initial, medial and final sound

Decoding:

- Recognize consonant blends and digraphs
- Identify phonograms (word families)
- Identify syllable types that include short, long and r-controlled vowels

Structural Analysis:

- Knowledge of compound words, contractions, homophones to determine meaning
- Knowledge of common affixes, such as:
 - Suffixes: ed, ing, er, est, ly, s, es, ness, less
 - Prefixes: over, under, in, out, off, self, un, fore, be, mis

Fluency

Automatically read a bank of 150-200 sight words

Concepts of Print

Reading demonstrates knowledge of sentences, paragraphs

Reading demonstrates knowledge of difference in written language structure
(For example prose vs. poetry))

Reading demonstrates knowledge of punctuation

Vocabulary

Understands concepts of synonyms and antonyms

Uses context clues to choose correct meaning of words

Comprehension (Literal/Evaluative)

Demonstrates knowledge of story grammar (plot structure)

Identify the following story elements within a literary text

Characters and their traits

Setting

Sequencing of events

Problem/Solution

Recall and recognize relevant details in a passage

Draw logical conclusions based on information read

Distinguish between fact and fiction

Read to locate information

Additional Evaluation Requirements for Reading First Schools and Intervention Steps

Reading First schools will be required to use three additional assessments that were found to have “sufficient evidence” for use as screening, diagnostic, progress monitoring and outcome instruments by the Reading First Assessment Committee. Rather than selecting one instrument the State Department of Education has selected three separate instruments with the intent of gathering data to support the construct validity of the state reading assessment, The Idaho Reading Indicator. The instruments selected are: the Texas Primary Reading Inventory, Iowa Test of Basic Skills and CBM Oral Fluency.

In kindergarten all Reading First schools will administer the Texas Primary Reading Inventory during the fifth month of school (January) as a screening instrument. For those students who are found to be “at risk” as a result of the screening portion of the assessment, teachers will be required to administer the entire inventory in an effort to create a diagnostic profile of the student’s strengths and weaknesses. The TPRI will also be used as a progress monitoring instrument. The TPRI was selected because of its similarity to the IRI, as well as the fact that is administered by the classroom teacher. By state statute the IRI must be administered by a trained test administrator, other than the

classroom teacher. The SDE believes that the combination of an “outside assessment” as well as an assessment performed by the teacher should create an accurate picture of the child’s reading development and should also inform practice. The outcome measure for kindergarten will be the Iowa Test of Basic Skills.

For grades one and two the Texas Primary Reading Inventory will be used as a screening, diagnostic, and performance monitoring assessment. The administration of the assessment will be consistent with the current testing window for the Idaho Reading Indicator. The Iowa Test of Basic Skills will be used as the outcome measure.

For grade three a CBM Oral Fluency measure will be used for screening, and progress monitoring. The CBM Oral Fluency and the Iowa Test of Basic Skills will be used as outcome measures. The state is currently considering Edformation/Aimsweb Oral Fluency measures because of the normative sample and the ability to provide weekly progress monitoring for students who have yet to demonstrate proficiency.

Outcome Evaluation

Idaho is unique in its monitoring of student progress in kindergarten through third grade. State statute has required the public reporting of the results of the IRI. Schools report their scores electronically to the SDE, within two weeks of test administration. The results are then tabulated and analyzed by state, district, school and demographically. Results are released to all stakeholders (school districts, legislature, media, etc.) within one month of the close of the testing window

The state will use the knowledge gained from the collection and disaggregation of IRI data to create a data warehouse for each Reading First School. The goal of the warehouse will be to create individual as well as class profiles that will allow teachers, administrators and SDE staff to evaluate progress on a regular basis. Figures A, B, C, D and E illustrate how information is available on the state, district, school and classroom level for the IRI. The SDE will create similar workbooks for each of the other instruments used by Reading First LEAs. Schools will be required to assign a student information management system (SIMS) identification number so that longitudinal information can be gathered. The SDE will require that screening, diagnostic, progress monitoring, and outcome data be reported to the Reading First project director electronically. The results will be disaggregated. The Idaho State Department of Education Reading First Office will monitor progress for Reading First schools on a tri-annual basis. Based on our experience with the state reading initiative we believe this tri-annual focus on reading achievement will expedite student achievement. Since the implementation of the IRI all of our at risk populations have made significant gains. Our outcome measure for all grades and all schools will be the ITBS along with the CBM Oral Fluency measure in third grade. In first and second grade, the TPRI tests include passage-reading sections that are timed and measured for accuracy. This oral reading fluency segment of the TPRI although not validated will provide valuable information on students’ oral reading.

Data Based Decision Making/Goal Setting

LEA continuation will be dependent on high quality implementation of the scientifically based reading program and on increased performance of students on all instruments. As outlined in the professional development section, attendance at the Reading Leadership Academy by administrators from Reading First LEAs and schools will be a requirement for all Reading First schools. In addition to the Academy, Reading First administrators and coaches must participate in quarterly “Calibration Visits.” Calibration Visits will be facilitated by an educational consultant trained in scientifically based reading research who has expertise with the particular program used in the school. Calibration Visits serve three purposes. The first is ongoing professional development, the second is evaluation of program implementation, and the third is a review of student reading achievement data. In addition to the educational consultant, the Reading First Project Director will be in attendance to participate in classroom visits and review current progress monitoring data. Reading First schools will commit to being part of the rotating schedule of Calibration Visits.

Program Implementation and Outcomes

As outlined in professional development section, attendance at the Reading Leadership Academy by administrators from Reading First LEAs and schools will be a requirement for all Reading First schools. In addition to the Academy, Reading First administrators and coaches must participate in quarterly “Calibration Visits.” Calibration Visits will be take place at Reading First schools, and will be facilitated by an educational consultant trained in scientifically based reading research who has expertise with the particular program used in the school. Calibration Visits serve two purposes. The first is ongoing professional development, and the second is evaluation of program implementation. In addition to the educational consultant, the Reading First Project Director will be in attendance to review data from classroom visits and review current progress monitoring data. Reading First schools will commit to being part of the rotating schedule of Calibration Visits.

External Evaluator

The State Department of Education has contracted with Dr. David Francis, Director of the Texas Institute for Measurement and Evaluation, at the University of Houston to serve as an external evaluator of progress. The Texas Institute for Measurement and Evaluation has had a great deal of experience with program evaluation and is the evaluator for Texas’ REA grant. Among the questions that will be answered are:

- Did classrooms in Reading First Schools implement high quality scientifically based reading research programs that include instructional content based on the five essential components of reading?
- Did classrooms in Reading First schools implement instructional designs that include: explicit instructional strategies; coordinated instructional sequences;

- ample practice opportunities, aligned student materials; ongoing assessment; small, same-ability, flexible groups; dedicated blocks of time; and high levels of principal leadership?
- Did Reading First schools and comparison schools differ in these respects?
 - Did students at Reading First schools meet the end of year benchmarks on the Idaho Reading Indicator? Did students in Reading First schools differ in these respects?
 - Did Reading First schools reduce the number of grades 1-3 students reading below grade level? Compared to comparison schools? Compared to previous years' primary grade students?
 - Did Reading First schools increase the percentage of grades 1-3 students reading at grade level? Compared to comparison schools? Compared to previous years' primary grade students?
 - What was the overall gain in student reading achievement in Reading First schools? How did the gains compare to the overall gains of comparison schools?
 - Did teachers in Reading First schools experience increased levels of self-efficacy, outcome expectancy, knowledge and valuing of scientifically based instructional strategies? Compared to comparison schools?
 - Were changes in school-level mediating variables related to changes in student outcomes and/or school outcomes?

Timeline for Assessment

The Idaho Reading Indicator will continue to be given to all K-3 students in the first, fifth and ninth month of school. The testing windows are September, January, and April 15th - May 15th. The testing window for the ISAT assessments will be September 15th - October 15th, for the fall administration and April 15th - May 15th for the spring administration. The TPRI will be administered mid/end of kindergarten, fall/spring 1st and second. CBM Oral Fluency will be administered in the fall of third grade, and then as needed for progress monitoring. The ITBS will be administered in the spring for all K-3 students. The State Department of Education will follow the guidelines established by the Texas Institute for Measurement and Evaluation's for program evaluation.

III. B State Reporting

The evaluation process is designed to provide data required for an annual report and a midpoint report. The annual report, submitted to the United States Department of Education (USDOE), will include information regarding implementation, achievement gains, program effectiveness, and statewide progress in reducing the number of students below grade level.

Annual implementation evidence will document the Idaho State Department of Education has met all program requirements and obligations related to the implementation of Reading First program. This report will include such activities as conducting the

subgrant competition, monitoring and providing technical assistance to LEAs, and building and maintaining statewide capacity to teach all children to read by the end of third grade. Relevant data from the Texas Institute for Measurement, Evaluation and Statistics will also be included.

Achievement gains will be included in the annual report, which will name the local district and schools that are making the largest gains in reading achievement as measured by the Idaho Reading Indicator. Program effectiveness will be reported in terms of the progress the Idaho State Department of Education and local districts are making in reducing the percentage of students reading below grade level. These data will be reported for specific groups including: low-income, major racial/ethnic groups, LEP students and special education students. This data will be based on the Idaho Reading Indicator. The Idaho State Department of Education will submit there outside evaluation to the USDOE as a supplement to the required annual report. All reports will protect the privacy of individuals.

The midpoint progress report will be submitted to the USDOE within sixty days of the end of third year of the grant period. This midpoint report will indicate the progress that the Idaho SDE and local districts are making in reducing the number of students in grades K-3 reading below grade level. It will also indicate statewide progress in increasing the number of students who are reading at grade level or above, including percentages of low-income, major racial/ethnic groups, LEP students and special education students. The mid-point progress report will include the names of LEAs and schools making the largest gains cumulatively at mid-point.

The Reading First Project Director, Testing Director and the Texas Institute for Measurement, Evaluation and Statistics will maintain current project-related databases.

III C. Participation in National Evaluation

As part of the requirements for receiving Reading First funds, participating LEAs and the Idaho State Department of Education will participate in national evaluation of Reading First.

IV. Classroom Level Impact

As Governor Kempthorne said in his letter to Dr. Susan Neuman, “Reading First is intended to continue to improve Idaho’s reading focus where it matters most: in the classroom.” In every section of the proposal we have described how funding from Reading First will result in classrooms that have programs and instruction proven by scientifically based reading research to be effective.

IV. A Key Reading First Classroom Characteristics

Reading First classrooms will share a common belief that all children can and will learn to read proficiently. Faculty members in Reading First schools will be supported by an Instructional Leader who has knowledge of scientifically based reading research. Teachers will have access to a Reading Coach on a daily basis and will have time in their schedule to assess progress and share information with colleagues. Progress in terms of mastering the key components will continually be assessed and monitored, and immediate intervention will be in place for all areas of reading performance. RF teachers will use the Texas Primary Reading Indicator as a screening, diagnostic and progress-monitoring instrument. Third grade teachers will use CBM oral reading fluency for the same purpose. RF teachers will use the Iowa Test of Basic Skills as an outcome measure.

There will be a coherent instructional design that includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.

Intervention will be specific to the needs of the child. A Reading First teacher will have the skills and technical assistance necessary to implement a variety of intervention strategies, including: adjusting the rate of instruction, a specific program that provides more practice opportunities in a key component of reading, assignment to a smaller group, etc. Struggling students need explicit instruction focused on their needs.

Reading First classrooms have a minimum of 90 minutes of uninterrupted reading instruction every day. Extra instructional time will be provided for students who require it to reach grade level performance standards. Flexible grouping strategies are in place and instruction is presented in a variety of formats. Ongoing progress monitoring allows frequent regrouping to reflect students' knowledge and skills. Teacher talk is limited, but student learning is maximized by actively engaging children in a variety of reading-based activities.

A comprehensive scientifically based reading program forms the basis of instruction. The program includes the five key components of reading instruction including: phonemic awareness, phonics/word study, fluency, vocabulary, and text comprehension. Supplemental materials and instructional strategies align with the comprehensive programs. The teacher received sufficient professional development in the use of the comprehensive reading program prior to its implementation in the school and has access to ongoing technical assistance in terms of implementation.

Instruction is planned to meet the needs of students at various levels of achievement. Students work with a variety of materials on appropriate levels. The pacing, content, and emphases are adapted to meet the needs of all children in the classroom, especially students experiencing difficulty learning to read and English language learners.

In addition to program specific professional development, a teacher in a reading first classroom participated in a Grade Level Reading Academy, has a clear understanding of

state standards and expectations for student achievement and has opportunities for further professional development on a regular basis.

IV B. Coherence

Idaho is in the unique position of being able to align all reading activities in the state to SBRR. The state's reading initiative laid the groundwork, and Reading First will allow us to take the level of understanding and the implementation of scientifically based reading research to a higher level. We are challenged only in terms of funding and size. The belief in the value of implementing instruction and programs that are scientifically based is supported by the Governor of the State, the State Superintendent and the Reading Coordinator. The principles set forth in Reading First became the basis for the Albertson Foundation's Reading Initiative, which will be piloted this year.

Section 1 of this proposal describes the efforts in Idaho and identifies the gaps. Reading First will provide the financial and personnel resources needed to close the gap. Many local districts in Idaho are at a point where a small and temporary investment will result in significant gains in student performance. The principles of Reading First will become a part of all state managed federal programs including: Special Education, Compensatory Education, School Improvement, LEP and Migrant Education.

The Reading First Project Director will work with the State Reading Coordinator to align all state and federal programs. The Bureau of Special Education has hired a new coordinator who will work closely with the Reading First Project Director to ensure that our special education students make the same progress as their peers. The LEP and Migrant Education Coordinator will also work towards aligning all professional development and program implementations with Reading First activities.

We have explained our subgrant process and feel confident that the competition will result in only funding LEAs that are ready and willing to commit to fully implementing SBRR in their K-3 grade classrooms. In Section F. we detailed our plan for providing in-depth training to all K-3 Idaho educators, with additional opportunities for Reading First faculty. We believe our model of Grade Level Academies, Instructional Leadership Academies, Coaching Institutes and program specific training will be successful.

In Section II we described our management plan for bring coherence to our Reading First program. A truly exceptional educator, Dr. Marilyn Howard, leads the department team. Her knowledge of SBRR is truly outstanding and it is her vision of the future that has made the state reading initiative so successful. All Reading First staff members will be interviewed and ultimately selected by Dr. Howard.

In Section III we defined how we intend to evaluate the effectiveness of Reading First. It is again based on student reading achievement. Idaho is again unique in this area, in that we release statewide reading achievement scores for K-3 students three times a year. We believe this tri-annual focus on our youngest readers is one of the reasons our at risk student populations have made such significant progress. We also believe our partnership

with the Texas Institute for Measurement, Evaluation and Statistics will lead us to a higher level of student success.

The Idaho Reading Initiative laid the groundwork for success. Reading First will strengthen our efforts and allow us the financial and personnel resources needed to ensure that all children in Idaho exit third grade proficient readers.